

History Progression



History at Ark Bentworth

At Ark Bentworth, the History Curriculum is carefully mapped so that all pupils are equipped with an understanding of historical periods, significant events and significant individuals from both Britain and the wider world. Pupils are provided with opportunities to acquire knowledge of key facts and concepts alongside developing skills such as asking perceptive questions, analysing artefacts and evidence, thinking critically and understanding different perspectives.

The units taught at Ark Bentworth are as follows:

- **Year 1:** Toys in Time, Transport and Travel, Seaside: Now and Then
- **Year 2:** Kings and Queens, Great Fire of London, They Made a Difference
- **Year 3:** Stone, Bronze and Iron Age Britain, Ancient Greece
- **Year 4:** Roman Invasions, Roman Britain, Maya Civilization
- **Year 5:** Anglo-Saxons and Vikings, Baghdad and the Middle East, Industrial Revolution
- **Year 6:** Ancient Egypt, Conflict and Resolution, Making our Mark

In Key Stage 1, pupils begin to develop their understanding of the past through a study of familiar objects and places before their learning travels further back in time to studies of significant people and significant events beyond living memory. History is brought to life through educational visits including to the London Transport Museum, Kensington Palace and through a Great Fire of London walk.

In Key Stage 2, pupils explore concepts of migration, empire, civilization, continuity and change, cause and consequence, similarity and difference and significance. The story of Britain's past is taught chronologically and interwoven with studies of ancient civilizations. The units based on civilizations have been linked to the geographical focus for each year group and provide contrasts to both British History and each other. History in Key Stage 2 is supported by visits to the British Museum, the Museum of London, the London Mithraeum and the Cabinet War Rooms.

Key Stage 1

Understanding Chronology

Year 1
Toys in Time

Year 1
Seaside Now and Then

Year 1
Transport and Travel

Significant People and Events

Year 2
Kings and Queens

Year 2
They Made a Difference

Year 2
Great Fire of London

Key Stage 2

World History

Year 3
Ancient Greece

Year 5
Early Islamic Civilization

Year 4
Maya Civilization

Year 6
Ancient Egypt

British History

Year 3
Prehistoric Britain

Year 4
Roman Britain

Year 5
Vikings and Angles-Saxons

Year 6
WW1 and WW2

Year 4
Roman Invasions

Year 5
Anglo-Saxons and Scots

Year 5
Industrial Revolution

Year 6
Making Our Mark

Progression in Knowledge, Skills and Understanding

	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
Year 1	<p>Pupils can sequence a set of objects in chronological order and give reasons for their order.</p> <p>Pupils can use words and phrases such as: <i>old, very old, new, a long time ago, in the past, before I was born</i> and <i>when I was younger</i>.</p> <p>Pupils can use words <i>before</i> and <i>after</i> correctly.</p> <p>Pupils can talk about things that happened when they were younger.</p> <p>Pupils can recognise that a story that is told to them may have happened a long time ago.</p> <p>Pupils know that some objects belong to the past.</p> <p>Pupils can retell a story or event set in the past.</p> <p>Pupils can explain how they have changed as they have grown up.</p>	<p>Pupils appreciate that some famous people have helped our lives be better today.</p> <p>Pupils can identify the main differences between some old and new objects.</p> <p>Pupils can identify objects that are from the past.</p> <p>Pupils can give examples of things that are different in their lives when compared to the lives of their parents and grandparents.</p> <p>Pupils can explain differences between their lives now and the lives of children in history.</p> <p>Pupils can give examples of things that are different in their lives when compared to the lives of others in a specific period of history.</p> <p>Pupils can tell us about an important historical event that happened in the past.</p>	<p>Pupils can ask questions about old and new objects.</p> <p>Pupils can find out about the past by talking to an older person.</p> <p>Pupils can identify old and new objects in a picture.</p> <p>Pupils can answer questions using artefacts and photographs.</p> <p>Pupils can give a plausible explanation about what an object was used for in the past.</p>
Year 2	<p>Pupils can use words and phrases like: <i>before, after, then</i> and <i>now</i> in their historical learning.</p> <p>Pupils can use the words <i>past</i> and <i>present</i> correctly.</p> <p>Pupils can use a range of appropriate words and phrases to describe the past.</p> <p>Pupils can sequence a set of events in chronological order and give reasons for their order.</p> <p>Pupils can sequence events in the life of a significant individual.</p> <p>Pupils understand how long ago an event happened.</p>	<p>Pupils recognise that we remember certain events that happened many years ago.</p> <p>Pupils can recount the life of someone famous who lived in the past.</p> <p>Pupils can explain how their local area was different in the past.</p> <p>Pupils can recount some interesting facts from a historical event.</p> <p>Pupils can explain what makes the history of Britain special by naming some famous events and some famous people.</p> <p>Pupils understand that Britain has had a king or queen for many years.</p> <p>Pupils know who will succeed the queen and how the succession works.</p> <p>Pupils can explain what is meant by parliament.</p> <p>Pupils can explain why someone in the past acted in the way they did.</p>	<p>Pupils can answer questions by using a specific source, such as an information book.</p> <p>Pupils can find out about the life of a famous Briton from the past using different resources to help them.</p> <p>Pupils can find out about the lives of other significant individuals from the past using different resources to help them.</p> <p>Pupils can research a famous event that happened in Britain.</p> <p>Pupils can say at least two ways they can find out about the past, for example using books and the internet.</p> <p>Pupils can explain why eye-witness accounts may vary.</p>

<p>Year 3</p>	<p>Pupils can describe events and periods using the words: <i>BC</i> and <i>AD</i>.</p> <p>Pupils can describe events from the past using the dates that things happened.</p> <p>Pupils can describe events and periods using the words: ancient and century.</p> <p>Pupils can use a timeline within a specific time in history to set out the order in which things may have happened.</p> <p>Pupils can use their mathematical knowledge to work out how long ago events would have happened.</p> <p>Pupils can begin to recognise and quantify the time periods that exist between the different groups living in Britain.</p>	<p>Pupils appreciate that the early Britons would not have communicated as we do or have eaten as we do.</p> <p>Pupils can picture what life would have been like for the early Britons.</p> <p>Pupils can suggest why certain events in history happened as they did.</p> <p>Pupils can recognise that the lives of wealthy people were very different to the lives of poor people.</p> <p>Pupils can use items from the past to help them to build up an accurate picture of how people lived in the past.</p> <p>Pupils know that people who lived in the past cooked differently, travelled differently and used different weapons.</p> <p>Pupils appreciate that the food people ate was different because the food sources available were different.</p> <p>Pupils can explain how changes and events in the past have helped to shape our lives.</p> <p>Pupils are beginning to recognise the influence of other countries and civilizations on Britain and the wider world.</p>	<p>Pupils recognise the part that archaeologists have had in helping us to understand more about the past.</p> <p>Pupils can use various sources of evidence to answer questions.</p> <p>Pupils can use various sources of evidence to piece together information about the past.</p> <p>Pupils can use their written skills to help them write about historical information.</p> <p>Pupils can use research and sources to identify similarities and differences between given periods in history.</p> <p>Pupils can use specific search engines to help them find information more rapidly.</p>
<p>Year 4</p>	<p>Pupils can place different periods and events on a timeline.</p> <p>Pupils can describe differences in time periods in centuries and decades.</p> <p>Pupils can place periods of history on a timeline.</p> <p>Pupils can use their mathematical skills to help them work out the time differences between certain major events in history.</p> <p>Pupils are beginning to build up a picture of which main events happened in Britain and the wider world during different centuries.</p>	<p>Pupils can appreciate why Britain would have been an important country to have invaded and conquered.</p> <p>Pupils appreciate that wars have taken place for thousands of years and are often associated with invasion, conquering or religious differences.</p> <p>Pupils understand that wars could last for a long time and would inevitably have brought much distress and bloodshed.</p> <p>Pupils appreciate that invaders were away from their homes for very long periods and would have been 'homesick'.</p> <p>Pupils are aware that invaders in the past would have fought fiercely and very differently to now.</p> <p>Pupils appreciate that wealthy people would have had a very different way of living which would have impacted on their health and education.</p>	<p>Pupils can compare two versions of an event and say how they differ.</p> <p>Pupils can give more than one reason to support a historical argument.</p> <p>Pupils can consider how an event may be the result of varying causes and explain which causes they believe are most likely.</p> <p>Pupils can communicate knowledge and understanding orally and in writing and offer points of view based on what they have found out.</p> <p>Pupils can independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so.</p>

<p>Year 5</p>	<p>Pupils can use specific dates and historical language in their work.</p> <p>Pupils can draw a timeline which outlines different periods and events which occurred during those periods.</p> <p>Pupils can explain which events across the world were taking place at the same time in history.</p> <p>Pupils can use their mathematical skills to work exact time scales and differences.</p>	<p>Pupils recognise that Britain has been invaded by several different groups over a long period of time.</p> <p>Pupils can describe historical events from the different periods they are studying.</p> <p>Pupils can make comparisons between historical periods; explaining that some things have changed, and others have stayed the same.</p> <p>Pupils appreciate that significant events in history have helped to shape the country we have today.</p> <p>Pupils can explain how Britain has had an influence on aspects of world history.</p> <p>Pupils can explain how other countries have influenced the history of Britain.</p> <p>Pupils can explain how religion in Britain has evolved over time.</p> <p>Pupils can suggest relationships between events in in history.</p> <p>Pupils understand that Britain once had an empire and know that it has both helped and hindered our relationship with a number of countries today.</p>	<p>Pupils can debate issues from history using their knowledge of different viewpoints.</p> <p>Pupils can answer historical questions using a range of sources of evidence.</p> <p>Pupils appreciate how historical artefacts have helped us understand more about lives in the past.</p> <p>Pupils can consider the significance of an individual through researching their lives and accomplishments.</p>
<p>Year 6</p>	<p>Pupils can say where a period of history fits onto a full timeline.</p> <p>Pupils can place specific events on a timeline by decade.</p> <p>Pupils can place features of historical events and people from past societies and periods in a chronological framework.</p> <p>Pupils appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.</p>	<p>Pupils can summarise the main events from a specific period in history, explaining the order in which key events happened.</p> <p>Pupils can explain how relationships between countries have changed and evolved through history.</p> <p>Pupils appreciate that decisions are made through parliament and have been for some time.</p> <p>Pupils have a good understanding of how aspects of social history have changed over time.</p> <p>Pupils can describe features of historical events and people from past societies and periods they have studied.</p> <p>Pupils can recognise and describe differences and similarities/changes and continuity between different periods of history.</p> <p>Pupils can suggest relationships between causes in history.</p>	<p>Pupils can look at different versions of events and say how each author may be attempting to persuade or give a specific viewpoint.</p> <p>Pupils can suggest why there may be different interpretations of events.</p> <p>Pupils can identify and explain their understanding of propaganda.</p> <p>Pupils can describe a key event or turning point in Britain's past using a range of evidence from different sources.</p> <p>Pupils can suggest why certain events, people and changes might be seen as more significant than others.</p> <p>Pupils can pose and answer their own historical questions.</p>

Individual Unit Knowledge, Skills and Understanding

Year 1		
Toys in Time		
<i>Enquiry Question: How have toys changed over time?</i>		
National Curriculum	Prior Knowledge	Unit Content
<p>Pupils should be taught about: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Across EYFS: Pupils have the opportunity to play with different types of toys and to discuss what they like to play with. At the end of EYFS, pupils should be able to discuss the difference between the past and now with reference to books and artefacts.</p> <p>EYFS, How have things changed over time? Pupils discuss how they have changed over time and how they will change. They look at photographs of themselves as babies and compare them to now.</p> <p>Year 1, Everyday Materials (Science): Pupils are able to identify a range of different objects and the materials from which they are made. Pupils can also identify the properties of different materials and group materials based on their properties.</p>	<p>Content in this unit: There are different types of toys. Toys can be grouped based on characteristics. Toys from the past were different to the toys today. There are similarities and differences between old toys and new toys. Old toys were often made from wood. Modern toys can be made from wood but are often made from plastic. Old toys were mechanical or moved by hand. Some modern toys are too but many use batteries. Chronological is the order in which things happened, from oldest to newest. Some toys have always been popular but have changed over time – the teddy bear is an example of this. Museum exhibits are labelled to give key information.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p>Chronological understanding skills: Pupils can sequence a set of objects in chronological order and give reasons for their order. Pupils can use words and phrases such as <i>old, new, before I was born</i> and <i>when I was younger</i>. Pupils can use the words <i>before</i> and <i>after</i> correctly. Pupils can talk about things which happened when they were younger. Pupils know that some objects belong to the past. Pupils can explain how they have changed as they have grown up.</p>	<p>Knowledge and interpretation skills: Pupils can identify the main differences between some old and new objects. Pupils can identify objects from the past. Pupils can give examples of things that are different in their lives when compared to the lives of their parents and grandparents. Pupils can explain some differences between their lives now and the lives of children in history.</p>	<p>Historical enquiry skills: Pupils can ask and answer questions about old and new objects. Pupils can identify old and new objects in a picture. Pupils can find out about the past by talking to an older person. Pupils can answer questions using artefacts and/or photographs.</p>

Transport and Travel

Enquiry Question: How have transport and travel changed over time?

National Curriculum	Prior Knowledge	Unit Content
<p>Pupils should be taught about:</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Across EYFS: Pupils have the opportunity to travel on public transport.</p> <p>EYFS, How have things changed over time? Pupils discuss how they have changed over time and how they will change. They look at photographs of themselves as babies and compare them to now.</p> <p>Year 1, Toys in Time: Pupils know that toys have changed over time and that many of the toys they play with now are very different to the toys their parents and grandparents played with. Pupils are able to place objects in chronological order and are able to talk about the differences between old and new objects.</p>	<p>Content this unit:</p> <p>There are many different modes of transport. We use transport to move people or goods. Transport was different in the past. Modes of transport have changed over time and this has made journeys easier. Modes of transport which have changed over time include boats, cars, bus, bicycles, and trains. George Stephenson invented the first passenger locomotive. The Wright Brothers invented the first aeroplane. Amelia Earhart was the first female pilot to fly solo across the Atlantic Ocean. Garrett Augustus Morgan invented the traffic light signal to make travel on transport safer. Hedy Lamarr invented technology for GPS and Wi-Fi. Methods of flight have also developed, and humans have more recently been able to travel in space. Yuri Gagarin was the first Russian to fly in space. Neil Armstrong was the first to land on the Moon. Katherine Johnson was a NASA mathematician.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p>Chronological understanding skills:</p> <p>Pupils can sequence a set of objects in chronological order and give reasons for their order.</p> <p>Pupils can use words and phrases such as: <i>old, very old, new, a long time ago.</i></p> <p>Pupils can use words <i>before</i> and <i>after</i> correctly.</p> <p>Pupils can recognise that a story that is told to them may have happened a long time ago.</p> <p>Pupils know that some objects belong to the past.</p> <p>Pupils can retell a story or event set in the past.</p>	<p>Knowledge and interpretation skills:</p> <p>Pupils appreciate that some famous people have helped our lives be better today.</p> <p>Pupils can identify the main differences between some old and new objects.</p> <p>Pupils can identify objects that are from the past.</p> <p>Pupils can explain differences between their lives now and the lives of children in history.</p> <p>Pupils can tell us about an important historical event that happened in the past.</p>	<p>Historical enquiry skills:</p> <p>Pupils can ask and answer questions about old and new objects.</p> <p>Pupils can identify old and new objects in a picture.</p> <p>Pupils can answer questions using artefacts and/or photographs.</p> <p>Pupils can give a plausible explanation about what an object was used for in the past.</p>

Seaside: Now and Then

Enquiry Question: Have we always liked to be beside the seaside?

National Curriculum Coverage	Prior Knowledge	Unit Content
<p>Pupils should be taught about: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, sea, ocean. (Geography NC) Use basic geographical vocabulary to refer to key human features, including: port and harbour. (Geography NC)</p>	<p>Year 1, Toys in Time: Pupils know that some aspects of life now are different to life in the past. They are able to compare old and new objects and identify old and new objects in pictures and photographs. Year 1, Transport and Travel: Pupils know that transport and travel have changed over time. They know that developments in transport changed the lives of those living at the time – often making life much easier. Pupils also know that George Stephenson drove the first passenger locomotive during Victorian times and that this meant people who had never had holidays before started visiting seaside resorts. Year 1, The United Kingdom (Geography): Pupils are able to recognise the shape of the United Kingdom and can identify the United Kingdom on a map. They know it is made up of four countries across two different islands. Pupils can also name the four countries of the United Kingdom, their capital cities, and some human and physical characteristics. In addition, pupils know that Queen Elizabeth is the current queen of the United Kingdom.</p>	<p>Content in this unit: The seaside is a place beside the sea where people live to go for a holiday. Seaside resorts are located along the coast. Physical features of the seaside include: beaches, sand, stones, shingle, cliffs, sand dunes, rockpools and bays. Human features of the seaside include: piers, harbours, promenades, lighthouses, fairgrounds, amusements and caravan parks. We can do a wide variety of activities at the seaside: swimming, paddling, building sandcastles, sunbathing, playing ball games and eating fish and chips. Seaside holidays became popular in Victorian times. The invention of passenger locomotives made it easy for everyone to travel to the seaside. Seaside holidays now are both similar and different to those in the past. Queen Victoria was the queen of the United Kingdom during Victorian times.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p>Chronological understanding skills: Pupils can use words and phrases such as <i>a long time ago</i> and <i>in the past</i>. Pupils know that some objects belong to the past.</p>	<p>Knowledge and interpretation skills: Pupils appreciate that some famous people have helped our lives be better today. Pupils can identify objects that are from the past. Pupils can explain differences between their lives and the lives of children in history. Pupils can give examples of things that are different in their lives when compared to the lives of others in a specific period of history.</p>	<p>Historical enquiry skills: Pupils can ask questions about old and new objects. Pupils can find out about the past by talking to an older person. Pupils can identify old and new objects in a picture. Pupils can answer questions using artefacts and photographs. Pupils can give a plausible explanation about what an object was used for in the past.</p>

Year 2

Queens and Kings

Enquiry Question: In your opinion, who were the three most powerful monarchs since 1066?

National Curriculum	Prior Knowledge	Unit Content
<p>Pupils should be taught about: Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people, and places in their own locality.</p>	<p>Year 1, Toys in Time: Pupils have some understanding of chronology within living memory and know that aspects of life have changed over time. Year 1, Transport and Travel: Pupils know that chronology extends beyond living memory. They know that beyond living memory, transport and travel were very different and that they have changed significantly over time. Pupils also know that there was a queen known as Queen Victoria. Year 1, The United Kingdom (Geography): Pupils know that Queen Elizabeth is the current ruler of the United Kingdom. Year 1, Seaside Now and Then: Pupils know that during the Victorian era (when Queen Victoria was on the throne), seaside holidays were very popular. They know that some of the things people liked to do were different to now and others are the same.</p>	<p>Content in this unit: Monarchs are kings and queens. England has been ruled by monarchs for many years. The United Kingdom has a hereditary monarchy. Today the monarch shares power with the government. William I was known as ‘William the Conqueror’. He won the battle of Hastings in 1066. King John I is remembered as one of the worst kings in English history. He is remembered as ‘Bad King John’. John I taxed the barons who then rebelled and forced him to hand over some of his power to parliaments. King Henry VIII had six wives. He set up the Church of England, so he did not have to answer to the Pope. Queen Elizabeth I proved that women could be just as powerful rulers as men. The Stuarts battled for power – facing problems such as the Gunpowder Plot and the English Civil War. George I chose the first Prime Minister in England. Queen Victoria is one of the most famous queens that ever lived. She was queen for 63 years.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p>Chronological understanding skills: Pupils can use words and phrases like: <i>before, after, then</i> and <i>now</i> in their historical learning. Pupils can use the words <i>past</i> and <i>present</i> correctly. Pupils can use a range of appropriate words and phrases to describe the past. Pupils can sequence events in the life of a significant individual. Pupils understand how long ago an event happened.</p>	<p>Knowledge and interpretation skills: Pupils can recount the life of someone famous who lived in the past. Pupils can explain what makes the history of Britain special by naming famous events and famous people. Pupils understand that Britain has had a king or queen for many years. Pupils know who will succeed the queen and how the succession works. Pupils can explain what is meant by parliament.</p>	<p>Historical enquiry skills: Pupils can answer questions by using a specific source, such as an information book. Pupils can find out about the life of a famous Briton from the past using different resources to help them. Pupils can find out about the lives of other significant individuals from the past using different resources to help them. Pupils can say at least two ways they can find out about the past, for example using books and the internet.</p>

The Great Fire of London

Enquiry Question: What were the causes and consequences of the Great Fire?

National Curriculum	Prior Knowledge	Unit Content
<p>Pupils should be taught about: Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.</p>	<p>Year 1, The United Kingdom (Geography): Pupils know that London is the capital city of England and that England forms part of the United Kingdom. Year 2, Kings and Queens: Pupils have an understanding of chronology beyond living memory. They know that England has been ruled by monarchs for hundreds of years and that these monarchs belonged to different houses. Pupils also know that King Charles II was a Stuart King who became the monarch after his father Charles I. Pupils know that the people of England did not like Charles I and his rule led to the English Civil War. Year 2, Uses of Materials (Science): Pupils know that different materials have different properties and that the properties of those materials mean they are more suitable or less suitable for a different purpose. This will support pupils in discussions around the suitability of wood for buildings such as houses.</p>	<p>Content in this unit: Charles II was king in 1666. London was very different to how it is now – London Bridge was the only way to cross the river, buildings were made from wood, the streets were narrow, there was no electricity, no transport except horses or boats and there was no fire brigade. The Great Fire of London started in Pudding Lane on Sunday 2nd September 1666. The fire was put out on Thursday 6th September 1666. The fire destroyed most of the city and left thousands of people homeless. We know so much about the Great Fire because Samuel Pepys and John Evelyn wrote about it in their diaries. The fire spread quickly because of the wooden homes, narrow streets and because there was no fire brigade. It was also very windy and there had been a long summer of drought. After the fire, London was rebuilt quickly onto its old street layout but with many improvements. Sir Christopher Wren designed the new St Paul’s Cathedral and a memorial to the Great Fire.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p>Chronological understanding skills: Pupils can use words and phrases like: <i>before, after, then</i> and <i>now</i> in their historical learning. Pupils can use the words <i>past</i> and <i>present</i> correctly. Pupils can use a range of appropriate words and phrases to describe the past. Pupils can sequence a set of events in chronological order and give reasons for their order. Pupils understand how long ago an event happened.</p>	<p>Knowledge and interpretation skills: Pupils recognise that we remember certain events that happened many years ago. Pupils can explain how their local area was different in the past. Pupils can recount some interesting facts from a historical event. Pupils can explain what makes the history of Britain special by naming some famous events and some famous people.</p>	<p>Historical enquiry skills: Pupils can answer questions by using a specific source, such as an information book. Pupils can research a famous event that happened in Britain. Pupils can say at least two ways they can find out about the past, for example using books and the internet. Pupils can explain why eye-witness accounts may vary.</p>

They Made a Difference

Enquiry Question: What makes a hero?

National Curriculum	Prior Knowledge	Unit Content
<p>Pupils should be taught about: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Year 2, Kings and Queens: Pupils have an understanding of chronology beyond living memory and of how aspects of life have changed over time. Pupils have also studied the lives and actions of significant kings and queens – comparing them to decide which they consider to be the most powerful. Year 2, The Great Fire of London: Pupils have studied a significant event in history. They have considered the causes and consequences of the event, how the event impacted the people of the time and impact of the event on a national level.</p>	<p>Content in this unit: Significant means ‘important’. Historians use criteria to talk about how significant people are. One set of criteria looks for those who are remarkable, remembered, resonant, revealing and who resulted in change. The Universal Declaration of Human Rights was written to make sure everyone is treated fairly. Eleanor Roosevelt played an important role in this. Some significant people are activists who stood up for fairness or fought for human rights. Apartheid kept black people and white people in South Africa separated. Nelson Mandela fought for equality and justice for black people. In 1950s America, segregation kept black people and white people separated. Rosa Parks fought for black and white people to be treated the same – she refused to give up her seat on a bus and changed American history. Martin Luther King Jr. was the leader of the Civil Rights Movement in America. He gave powerful speeches and led peaceful protests. Malala Yousafzai is an activist for girl’s education. In 2012 she was shot for standing up against inequality.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p>Chronological understanding skills: Pupils can use words and phrases like: <i>before, after, then</i> and <i>now</i> in their historical learning. Pupils can use the words <i>past</i> and <i>present</i> correctly. Pupils can use a range of appropriate words and phrases to describe the past. Pupils understand how long ago an event happened.</p>	<p>Knowledge and interpretation skills: Pupils recognise that we remember certain events that happened many years ago. Pupils can recount the life of someone famous who lived in the past. Pupils can recount some interesting facts from a historical event. Pupils can explain why someone in the past acted in the way they did.</p>	<p>Historical enquiry skills: Pupils can answer questions by using a specific source, such as an information book. Pupils can find out about the lives of other significant individuals from the past using different resources to help them. Pupils can say at least two ways they can find out about the past, for example using books and the internet. Pupils can explain why eye-witness accounts may vary.</p>

Year 3

The Stone Bronze and Iron Britain

Enquiry Question: In which age did prehistoric man make the most impressive advancements?

National Curriculum	Prior Knowledge	Unit Content
<p>Pupils should be taught about: Changes in Britain from the Stone Age to the Iron Age. This could include:</p> <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. Bronze Age religion, technology and travel, for example, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture. 	<p>Year 2, Kings and Queens: Pupils have an understanding of the chronology of British kings and queens from 1066 onwards. They know that life in Britain has changed over time and that history can be separated into different periods.</p> <p>Year 3, Settlements and Land Use (Geography): Pupils know that there are different types of settlement and that land can be used in different ways. They know that one of the ways that land can be used is in farming. Pupils also know that when choosing a location, people often looked for land with certain characteristics – nearby resources for building, a source of food and close to a water source. They know that sometimes people also looked for land that was sheltered and/or in a position where they were protected from attack.</p> <p>Year 3, Rocks and Fossils (Science): This unit is taught at the same time as the history unit. From this unit, pupils learn what flint is and that different types of rock have different uses. They also develop their knowledge of what we can learn from sources that are not written evidence.</p>	<p>Content in this unit: Prehistory is the time before written records. Prehistory is split into the Stone, Bronze and Iron Ages. The Stone Age is split into Palaeolithic, Mesolithic, and Neolithic eras.</p> <p>The first people would have reached Britain by foot. They would have moved around hunting for food and used tools made from a stone called flint.</p> <p>In the Neolithic Period people started to farm and stay in one place in more permanent homes. Skara Brae is an example of a Neolithic settlement.</p> <p>In the Bronze Age people learnt metalworking skills and became wealthy for the first time – conflict began.</p> <p>In the Iron Age, people used iron more than bronze because the materials were easier to find.</p> <p>They could now make iron tools, weapons, and objects. People built hillforts and lived in roundhouses. Stonehenge is an important archaeological site surrounded by mystery and theories.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p>Chronological understanding skills: Pupils can describe events and periods using the words: <i>BC</i> and <i>AD</i>.</p> <p>Pupils can describe events and periods using the words: ancient and century.</p> <p>Pupils can use a timeline within a specific time in history to set out the order in which things may have happened.</p> <p>Pupils can begin to recognise and quantify the time periods that exist between the different groups living in Britain.</p>	<p>Knowledge and interpretation skills: Pupils appreciate that the early Britons would not have communicated as we do or have eaten as we do.</p> <p>Pupils can picture what life was like for early Britons.</p> <p>Pupils can use items from the past to help them to build up an accurate picture of how people lived.</p> <p>Pupils know people in the past cooked differently, travelled differently and used different weapons.</p> <p>Pupils appreciate that the food people ate was different because the food sources available were different.</p> <p>Pupils can explain how changes and events in the past have helped to shape our lives.</p>	<p>Historical enquiry skills: Pupils recognise the part that archaeologists have had in helping us to understand more about the past.</p> <p>Pupils can use various sources of evidence to answer questions.</p> <p>Pupils can use various sources of evidence to piece together information about the past.</p> <p>Pupils can use their written skills to help them write about historical information.</p> <p>Pupils can use research and sources to identify similarities and differences between given periods in history.</p>

Ancient Greece

Enquiry Question: Who were the Ancient Greeks and what is their legacy?

National Curriculum	Prior Knowledge	Unit Content
<p>Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>Year 3, Settlements and Land Use (Geography): Pupils know that farming can be difficult on land that is mountainous. Pupils also know that when choosing a location for a settlement, people often looked for land with certain characteristics – nearby resources for building, a source of food and close to a water source. They know that people also looked sheltered land and/or land where they were protected from attack.</p> <p>Year 3, Stone, Bronze and Iron Britain : Pupils know the key characteristics of a civilization and where in the world the first civilizations began to appear. Pupils should draw contrasts between life prehistoric Britain with life at the same time in Ancient Greece.</p> <p>Year 3, Europe (Geography): Pupils know that Greece is in Europe and can locate both Europe and Greece on a map of the world.</p> <p>Year 3, Climate Zones and Biomes (Geography): Pupils know that Greece has a Mediterranean climate and therefore explain what the climate would be like for the people living there. They know the land falls within the chapparal biome and can explain what the plants and animals are like there.</p>	<p>Content in this unit: The Minoans were a Bronze Age civilization on the island of Crete – the civilization weakened c.1450 BC. The Mycenaeans took over the islands and lived much like the Minoans until their civilization began to collapse in around 1250 BC.</p> <p>Greece was a mountainous country of many different islands and so did not have a united empire. The people lived in smaller city-states – each with its own ruler, government, laws, and army.</p> <p>The Classical Period of Greece saw the establishment of Athenian democracy.</p> <p>After defeating the Persians at was, Greece was at peace and Greek culture flourished.</p> <p>Athens and Sparta were two important city-states where life was very different in each.</p> <p>Alexander the Great conquered many empires.</p> <p>There are many lasting achievements of the Ancient Greeks – philosophy, the Olympic Games, medicine, drama, and literature.</p> <p>Great philosophers were Socrates, Plato, and Aristotle.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p>Chronological understanding skills: Pupils can describe events and periods using the words: <i>BC</i> and <i>AD</i>.</p> <p>Pupils can describe events from the past using the dates that things happened.</p> <p>Pupils can describe events and periods using the words: ancient and century.</p> <p>Pupils can use a timeline within a specific time in history to set out the order in which things may have happened.</p> <p>Pupils can use their mathematical knowledge to work out how long ago events would have happened.</p>	<p>Knowledge and interpretation skills: Pupils can suggest why certain events in history happened as they did.</p> <p>Pupils can recognise that the lives of wealthy people were very different to the lives of poor people.</p> <p>Pupils can use items from the past to help them to build up an accurate picture of how people lived.</p> <p>Pupils know people in the past cooked differently, travelled differently and used different weapons.</p> <p>Pupils can explain how changes and events in the past have helped to shape our lives.</p> <p>Pupils are beginning to recognise the influence of other countries and civilizations on Britain and the world.</p>	<p>Historical enquiry skills: Pupils recognise the part that archaeologists have had in helping us to understand more about the past.</p> <p>Pupils can use various sources of evidence to answer questions.</p> <p>Pupils can use various sources of evidence to piece together information about the past.</p> <p>Pupils can use their written skills to help them write about historical information.</p> <p>Pupils can use research and sources to identify similarities and differences between periods in history.</p> <p>Pupils can use specific search engines to help them find information more rapidly.</p>

Year 4

Roman Invasions

Enquiry Question: How did the Romans invade Britain and how successful were they?

National Curriculum	Prior Knowledge	Unit Content
<p>Pupils should be taught about: The Roman Empire and its impact on Britain. This could include:</p> <ul style="list-style-type: none"> • Julius Caesar’s attempted invasion in 55-54 BC. • The Roman Empire by AD 42 and the power of its army. • Successful invasion by Claudius and conquest, including Hadrian’s Wall. • British resistance, for example, Boudica. 	<p>Year 3, Stone Bronze and Iron Age Britain: Pupils have a chronological understanding of British history from the Stone Age, through to the Bronze Age and up to the Iron Age. This unit ended with the Iron Age Britons and so pupils know who was living in Britain at the time of the Roman invasions and what life was like in Britain at this time.</p> <p>Year 3, Europe: Pupils can locate Europe on a map of the world and know that Italy is a country within Europe. Pupils studied the location of Italy and what the land is like there. They also have an understanding of what is meant by the ‘Mediterranean region’.</p> <p>Year 3, Climate Zones and Biomes (Geography): Pupils know that Italy has a Mediterranean climate and therefore explain what the climate would be like for the people living there. They know the land falls within the chapparral biome and can explain what the plants and animals are like there.</p> <p>Ancient Greece: Pupils know that Ancient Greece once had a great empire under Alexander the Great but that it did not last long after his death.</p>	<p>Content in this unit: The Romans originated from Rome, Italy. By 58 BC they controlled much of the area around the Mediterranean Sea. Julius Caesar led invasions of Britain in 55 and 54 BC. The Roman lands became an empire in 27 BC. Claudius led a successful invasion of Britain in 41 AD. At the time, Britain was in the Iron Age with different tribes living across the lands. The strength and organisation of the Roman army were key to the expansion of the Roman empire. The Romans continued to invade the lands of different tribes in Britain, but Boudicca and Iceni tribe rebelled. The rebel army fought well but were defeated. Romans built forts across Britain to protect their land. In 112 AD, they began the building of Hadrian’s Wall. The Empire experienced many positive/negative changes and political problems after 180 AD. In 410 AD the Roman rule in Britain ended.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p>Chronological understanding skills: Pupils can place different periods and events on a timeline. Pupils can describe differences in time periods in centuries and decades. Pupils can place periods of history on a timeline. Pupils can use their mathematical skills to help them work out the time differences between certain major events in history. Pupils are beginning to build up a picture of which main events happened in Britain and the wider world during different centuries.</p>	<p>Knowledge and interpretation skills: Pupils can appreciate why Britain would have been an important country to have invaded and conquered. Pupils appreciate that wars have taken place for thousands of years and are often associated with invasion, conquering or religious differences. Pupils understand that wars could last for a long time and would have brought much distress and bloodshed. Pupils appreciate that invaders were away from home for very long periods and would have been ‘homesick’. Pupils are aware that invaders in the past would have fought fiercely and very differently to now.</p>	<p>Historical enquiry skills: Pupils can compare two versions of an event and say how they differ. Pupils can give more than one reason to support a historical argument. Pupils can communicate knowledge and understanding orally and in writing and offer points of view based on what they have found out.</p>

Roman Britain

Enquiry Question: What was the impact of the Roman Empire on Britain?

National Curriculum	Prior Knowledge	Unit Content
<p>Pupils should be taught about: The Roman Empire and its impact on Britain. This could include:</p> <ul style="list-style-type: none"> • ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture, and beliefs, including early Christianity. <p>A local history study:</p> <ul style="list-style-type: none"> • A depth study linked to one of the British areas of study. 	<p>Year 3, Stone, Bronze and Iron Age Britain: Pupils have a chronological understanding of British history from the Stone Age, through to the Bronze Age and up to the Iron Age. This unit ended with the Iron Age Britons and so pupils know who was living in Britain at the time of the Roman invasions and what life was like in Britain at this time.</p> <p>Year 4, Roman Invasions: Pupils know when and how the Romans invaded Britain and that Britain was part of the Roman Empire for around 400 years. They know that the empire spread across large parts of Europe and northern Africa. Pupils also know that the Romans built forts across the land they had conquered and that those forts were all built using the same plan.</p>	<p>Content in this unit: The Romans controlled most of the lands in Britain for almost 400 years. During this time, Britain was one small part of their much larger empire and people across the empire moved freely between the lands. Roman Britain was a diverse and multi-cultural place. All Roman towns were built using the same plan. Romans introduced bathhouses to Britain. They built roads which followed the most direct route. The Romans had their own gods and goddesses when they first arrived in Britain. Christianity spread across the Empire and into Britain. The Romans developed a trade system and currency. Before Roman rule, Britons could not read or write. The Romans introduced an alphabet and writing. The Romans introduced a formal calendar. The Romans introduced a number system. There are many Roman archaeological sites across Britain, and they tell us a lot about what life was like. Caerwent is a famous site but there are others in and near to our locality.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p>Chronological understanding skills: Pupils can place periods and events on a timeline. Pupils can describe differences in time periods in centuries and decades. Pupils can place periods of history on a timeline. Pupils can use their mathematical skills to help them work out the time differences between certain major events in history. Pupils are beginning to build up a picture of which main events happened in Britain and the wider world during different centuries.</p>	<p>Knowledge and interpretation skills: Pupils can appreciate why Britain would have been an important country to have invaded and conquered. Pupils appreciate that invaders were away from home for very long periods and would have been ‘homesick’. Pupils appreciate that wealthy people would have had a very different way of living which would have impacted on their health and education.</p>	<p>Historical enquiry skills: Pupils can compare two versions of an event and say how they differ. Pupils can give more than one reason to support a historical argument. Pupils can communicate knowledge and understanding orally and in writing and offer points of view based on what they have found out. Pupils can independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so.</p>

Maya Civilization

Enquiry Question: Who were the Maya and what caused their great civilization to decline?

National Curriculum	Prior Knowledge	Unit Content
<p>Pupils should be taught about: A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>Year 3, Stone, Bronze and Iron Age Britain: Pupils know the key characteristics of a civilization and where in the world the first civilizations began to appear. Pupils should draw contrasts between life in prehistoric Britain with life in Mesoamerica.</p> <p>Year 3, Ancient Greece: Pupils know about life in Ancient Greece. They should draw contrasts between life in Ancient Greece and live for the Maya people living in Mesoamerica at the same time.</p> <p>Year 4 Roman Britain: The Maya continued to live in Mesoamerica at the same time that the Romans were living in Britain. They should compare and contrast life taking place in these two different places. Pupils may also make links between the invading Romans and their impact on British culture and the invading Spanish and their impact on Maya culture.</p> <p>Year 4, Amazon – Rivers and Rainforests (Geography): Pupils know that Central America is located in the lands beyond the north of South America. One of the great Maya regions was located in the rainforests of Central America and so pupils also know what the climate conditions would have been like there as well as the types of plants and animals that may have been found there.</p>	<p>Content in this unit: The Maya civilization spanned thousands of years. The people lived in Mesoamerica or Central America. The modern-day countries in this area are Mexico, Belize, Guatemala, El Salvador, and Honduras. The people lived in separate city-states. The land and climate differed across the regions. The Maya had a hierarchical social structure. All Maya cities are likely to have had a temple but not all Maya cities were built in the same way. Some Maya cities were Chichen Itza, Tulum and Tikal. Religion was an important part of daily life. There were a range of different gods and goddesses. Corn and cacao were significant foods to the people. The people obtained their food through farming, foraging, hunting, and fishing. The people had their own pictorial written language, base-20 number system and three different calendars. The civilization began to decline c.900 AD – exactly why is a mystery but there are different theories. Spanish invaders colonised the people in c.1500 AD. The descendants of the Maya people still live today.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p>Chronological understanding skills: Pupils can place different periods and events on a timeline. Pupils can describe differences in time periods in centuries and decades. Pupils can place periods of history on a timeline. Pupils can use their mathematical skills to help them work out the time differences between certain major events in history. Pupils are beginning to build up a picture of which main events happened in Britain and the wider world during different centuries.</p>	<p>Knowledge and interpretation skills: Pupils appreciate that wars have taken place for thousands of years and are often associated with invasion, conquering or religious differences. Pupils understand that wars could last for a long time and would have brought much distress and bloodshed. Pupils are aware that invaders in the past would have fought fiercely and very differently to now. Pupils appreciate that wealthy people would have had a very different way of living which would have impacted on their health and education.</p>	<p>Historical enquiry skills in this unit: Pupils can consider how an event may be the result of varying causes and explain which causes they believe are most likely. Pupils can communicate knowledge and understanding orally and in writing and offer points of view based on what they have found out. Pupils can independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so.</p>

Year 5

Anglo-Saxons and Scots

Enquiry Question: What was life like in Anglo-Saxon Britain and how do we know?

National Curriculum	Prior Knowledge	Unit Content
<p>Pupils should be taught about: Britain's settlement by Anglo-Saxons and Scots. This could include:</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. Scots' invasions from Ireland to north Britain (now Scotland). Anglo-Saxon invasions, settlements, and kingdoms: place names and village life. Anglo-Saxon art and culture. Anglo-Saxon laws and justice. Christian conversion – Canterbury, Iona, and Lindisfarne. 	<p>Year 3, Settlements and Land Use (Geography): Pupils know the names of various villages, towns, cities and counties in the United Kingdom. Some of the names will date back to Anglo-Saxon times.</p> <p>Year 3, Stone, Bronze and Iron Age Britain: Pupils have a chronological understanding of British history from the Stone Age, through to the Bronze Age and up to the Iron Age.</p> <p>Year 4, Roman Invasions: Pupils have a chronological understanding of British History from the Iron Age and through the Roman occupation of Britain up to 410 AD. They know that the Roman empire began to fall and the Romans withdrew from Britain leaving the lands and people unprotected.</p> <p>Year 4, Roman Britain: Pupils know what life was like in Britain during the Roman occupation. They know what influence the Romans had on the Britons and their ways of life – including the fact that the Romans had introduced Christianity to the people.</p> <p>Year 4, Maya Civilization: The Maya people were still thriving in Mesoamerica during the time of the Anglo-Saxon invasions and settlement in Britain. Pupils should be able to make comparisons between life in Britain and life in Mesoamerica.</p>	<p>Content in this unit: The Romans left Britain unprotected in c.410 AD and a mix of tribes then invaded: Angles, Saxons, and Jutes. The Scots also invaded from Northern Ireland. Anglo-Saxon Britain was divided into 7 kingdoms and each kingdom was ruled by a different king. Many place names today date back to Anglo-Saxons. The Anglo-Saxons had a hierarchical social structure. They had a system of laws and compensation known as 'wergild' – punishments could be very harsh. Anglo-Saxons lived in small villages in forest clearings. They ate bread, vegetables, deer, wild boar, and fish. They drank beer and mead – the water was polluted. Art and culture were important to the Anglo-Saxons. The people were originally pagans until King Ethelbert converted to Christianity. Augustine, Aiden, Columba, and Oswald were all made saints for their work in spreading Christianity. Alfred the Great's achievements were military, educational and social. Anglo-Saxon Britain is described as the Dark Ages. Gildas, Bede and the Anglo-Saxon Chronicles are the main sources of information. Sutton Hoo was an exciting archaeological discovery.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p>Chronological understanding skills: Pupils can use specific dates and historical language in their work. Pupils can use their mathematical skills to work exact time scales and differences.</p>	<p>Knowledge and interpretation skills: Pupils recognise that Britain has been invaded by several different groups over a long period of time. Pupils can describe historical events from the different periods they are studying. Pupils appreciate that significant events in history have helped to shape the country we have today. Pupils can explain how religion in Britain has evolved.</p>	<p>Historical enquiry skills: Pupils can answer historical questions using a range of sources of evidence. Pupils appreciate how historical artefacts have helped us understand more about lives in the past. Pupils can consider the significance of an individual through researching their lives and accomplishments.</p>

Vikings and Anglo-Saxons

Enquiry Question: How much did Britain change from 793AD to 1066AD?

National Curriculum	Prior Knowledge	Unit Content
<p>Pupils should be taught about: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. This could include:</p> <ul style="list-style-type: none"> • Viking raids and invasion. • Resistance by Alfred the Great and Athelstan, first king of England. • Further Viking invasions and Danegeld. • Edward the Confessor and his death in 1066. 	<p>Year 2, Kings and Queens: Pupils know that William the Conqueror was king of England after the Battle of Hastings in 1066.</p> <p>Year 3, Stone, Bronze and Iron Age Britain: Pupils have a chronological understanding of British history from the Stone Age, through to the Bronze Age and up to the Iron Age.</p> <p>Year 3, Europe: Pupils can locate Europe and the modern-day countries of Norway, Denmark and Sweden on a map.</p> <p>Year 4, Roman Invasions: Pupils have a chronological understanding of British History from the Iron Age and through the Roman occupation of Britain up to 410 AD.</p> <p>Year 4, Roman Britain: Pupils know what life was like in Britain during the Roman occupation. They know what influence the Romans had on the Britons.</p> <p>Year 4, Maya Civilization: The Maya people were still thriving in Mesoamerica during the time of the Anglo-Saxon invasions and settlement in Britain. Pupils should be able to make comparisons between life in Britain and life in Mesoamerica.</p> <p>Year 5, Anglo-Saxons and Scots: Pupils have a chronological understanding of British history from the Anglo-Saxon invasions through to their settlement in Britain. This unit continues the timeline.</p>	<p>Content in this unit: The Vikings travelled to Britain from Scandinavia: Norway, Denmark, and Sweden. Vikings sailed all over parts of the world in longships. Longships could travel on the sea and up rivers. The Vikings were pagans with many different gods. The Vikings first invaded Britain in 793 AD. They invaded places of worship as they contained many valuable items and were close to the sea. They were fierce fighters who showed little fear. By 874 AD, the Vikings had defeated all of the Anglo-Saxon kingdoms except Wessex. King Alfred was forced into hiding before he defeated Guthrum and forced him to withdraw from Wessex. Together they agreed to the division of England and the Vikings settled in the area known as the Danelaw. Vikings had a hierarchical social structure and women were highly respected in society. Vikings were farmers and skilled craftsmen. Vikings could vote on what would happen to a criminal. England was unified under Athelstan in 924 AD. In 1066, Edward the Confessor died without an heir. This led to the Battle of Hastings where William the Conqueror then became king.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p>Chronological understanding skills: Pupils can use specific dates and historical language in their work. Pupils can draw a timeline which outlines different periods and events which occurred during those periods. Pupils can use their mathematical skills to work exact time scales and differences.</p>	<p>Knowledge and interpretation skills: Pupils recognise that Britain has been invaded by several different groups over a long period of time. Pupils can describe historical events from the different periods they are studying. Pupils can make comparisons between historical periods; explaining that some things have changed, and others have stayed the same. Pupils appreciate that significant events in history have helped to shape the country we have today.</p>	<p>Historical enquiry skills: Pupils can answer historical questions using a range of sources of evidence. Pupils appreciate how historical artefacts have helped us understand more about lives in the past.</p>

Baghdad and the Middle East

Enquiry Question: What was the Golden Age of Islam and what is its legacy?

National Curriculum	Prior Knowledge	Unit Content
<p>Pupils should be taught about: A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>Year 3, Ancient Greece: Pupils know about the great scholars and philosophers of Ancient Greece.</p> <p>Year 4, Maya Civilization: Pupils know what life was like for the Maya Civilization in Mesoamerica. The period studied in this unit in Baghdad takes place at the same time as the height of the Maya Civilization. Pupils should be able to compare and contrast them. Pupils should make links between the Maya and the Arabs both having a number system and between both great peoples being invaded and ending.</p> <p>Year 5, Earth and Space (Science): Pupils know that our theories about Earth and space have changed over time. They have researched the ideas and influences of great Arabic astronomers.</p> <p>Year 5, Anglo-Saxons and Vikings: Pupils know that the Vikings first invaded Britain in 793 AD. This is around the same time that the Round City of Baghdad was built in 792 AD. Pupils should use their knowledge of Viking and Anglo-Saxon Britain and compare life in that place at that time with life in Baghdad in the Middle East.</p> <p>Year 5, Asia (Geography): Pupils are able to locate Asia on a world map and the Middle East on both a world map and a map of Asia. Pupils know what the land and climate are like across the continent.</p>	<p>Content in this unit: Today Baghdad is the capital city of Iraq. 792 AD - Round City was built near the River Tigris. From around the 8th century to the 10th century, the time was described as the Golden Age of Islam. The Round City brought trade and wealth to the area. Products made in Baghdad were highly valued. The Silk Road was an ancient trade route. Baghdad became a centre for learning There was a royal library with space for scholars and scribes to work known as the House of Wisdom. Scholars translated many books from Ancient Greece, the Roman Empire and Ancient India. Scholars studied Greek texts to check their scientific accuracy and sometimes provided better explanations. Advancements were made in Science, Mathematics, Astronomy and Medicine – these influenced the world outside of Baghdad and the Middle East. The Arabic numerical system is the one we use today. At the same time, Vikings were living in London and life was very different. The Islamic Empire began to decline by 900 AD and after a series of invasions was largely destroyed by the Mongols in 1285 AD.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p>Chronological understanding skills: Pupils can use specific dates and historical language in their work. Pupils can draw a timeline which outlines different periods and events which occurred during those periods. Pupils can explain which events across the world were taking place at the same time in history. Pupils can use their mathematical skills to work exact time scales and differences.</p>	<p>Knowledge and interpretation skills: Pupils can describe historical events from the different periods they are studying. Pupils can explain how other countries have influenced the history of Britain.</p>	<p>Historical enquiry skills: Pupils can answer historical questions using a range of sources of evidence. Pupils appreciate how historical artefacts have helped us understand more about lives in the past.</p>

The Industrial Revolution

Enquiry Question: What were the positive and negative aspects of the Industrial Revolution?

National Curriculum	Prior Knowledge	Unit Content
<p>Pupils should be taught about: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. For example:</p> <ul style="list-style-type: none"> • A significant turning point in British history. 	<p>Year 2, Kings and Queens: Pupils know that the House of Hanover ruled Britain from 1714 up to the death of Queen Victoria in 1901. Pupils know that during this time, the lives of people in Britain changed significantly – for example, steam railways spread across the country and travel became much easier. They also know that Queen Victoria used her influence to achieve many things during her reign.</p> <p>Year 2, They Made a Difference: Pupils know about the Declaration of Human Rights. They also know that for many years, different people have fought for equal rights between black people and white people.</p> <p>Year 3, Settlements and Land Use (Geography) Pupils know the difference between urban and rural settlements. They know the names of villages, towns and cities across the United Kingdom.</p> <p>Year 4, Roman Britain: Pupils know that trading in slaves was common across the Roman Empire. They understand the concept of slavery.</p> <p>Year 4, Maya Civilization: Pupils know that the Maya people were colonised by the Spanish invaders. They should draw parallels to how the British colonised the countries which became part of their empire.</p> <p>Year 5, Vikings and Anglo-Saxons: Pupils have a chronological understanding of British History up to 1066. This unit begins around 700 years later.</p>	<p>Content in this unit: The Industrial Revolution was a time in Britain where the country changed from mostly rural to industrial. Historians believe 6 factors caused the IR: population, empire, agriculture, factories, power, and transport. Industrialisation in Britain was from 1750 – 1900 AD. The British Empire consisted of Britain and colonies. Colonised people and lands experienced inequality. Many key inventors were somehow linked to the slave trade – industries used the trade to access materials. The transatlantic slave trade involved Britain sailing to parts of Africa to capture people as slaves and sell them to plantation owners in the USA. The textile industry changed when machines were used instead of spinning cotton by hand. Cotton factories were built across the United Kingdom. Conditions for workers in the factories were poor. Steam engines drove machinery in factories instead of men, horses, wind, or water. The blast furnace developed iron production – machinery, trains, bridges etc were built from iron. Canals were built to transport coal and other materials. Towns and cities were crowded – disease spread easily. Society changed as the middle class emerged.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p>Chronological understanding skills in this unit: Pupils can use specific dates and historical language in their work. Pupils can draw a timeline which outlines different periods and events which occurred during those periods. Pupils can use their mathematical skills to work exact time scales and differences.</p>	<p>Knowledge and interpretation skills in this unit: Pupils appreciate that significant events in history have helped to shape the country we have today. Pupils can explain how Britain has had an influence on aspects of world history. Pupils can suggest relationships between events. Pupils understand that Britain once had an empire and know that it has both helped and hindered our relationship with a number of countries today.</p>	<p>Historical enquiry skills in this unit: Pupils can debate issues from history using their knowledge of different viewpoints. Pupils can answer historical questions using a range of sources of evidence. Pupils appreciate how historical artefacts have helped us understand more about lives in the past. Pupils can consider the significance of an individual through researching their lives and accomplishments.</p>

Year 6

Ancient Egypt

Enquiry Question: What made the Ancient Egyptians a formidable civilization?

National Curriculum	Prior Knowledge	Unit Content
<p>Pupils should be taught about: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>Year 3, Stone, Bronze and Iron Age Britain: Pupils know the characteristics of a civilization and where in the world the first civilizations appeared. They know what life was like in the different eras of prehistoric Britain and should compare this to what life was like in Egypt at the same time.</p> <p>Year 3, Ancient Greece: Pupils know what life was like in Ancient Greece. They should compare this to what life was like in Ancient Egypt.</p> <p>Year 4, Roman Invasions: Pupils know that some of the lands in Egypt and other parts of North Africa were once part of the Roman Empire.</p> <p>Year 4, Maya Civilization: Pupils know what life was like for the Maya Civilization of Mesoamerica. They should compare this to life in Ancient Egypt.</p> <p>Year 5, Industrial Revolution: Pupils know what life was like in Britain through the Industrial Revolution and the reign of Queen Victoria. Howard Carter’s discovery of Tutankhamun’s tomb took place not long after the death of Queen Victoria and at a time when Britain still retained influence over Egypt.</p>	<p>Content in this unit: Ancient Egypt was a civilization in north-east Africa. Pharaohs ruled Egypt for 3000 years – some great pharaohs were Ramesses II and Cleopatra VII. The different periods of Egyptian history are: Old Kingdom, Middle Kingdom and New Kingdom. The Egyptians had a hieroglyphic writing system. They had a hierarchical social structure. The Egyptians lived along or around the River Nile. The Nile influenced their calendar, provided rich, fertile soil and was a route for trade. Pharaohs were buried inside pyramids alongside everything they would need for life in the next world. No one fully knows how pyramids were built – it is thought that it took 10,000 workers around 30 years to build a single pyramid. After death, Egyptians believed they would travel to the afterlife – good deeds would secure you a place. Mummification preserved the body for the afterlife. Only pharaohs and nobles were mummified. The Egyptians had many gods and goddesses – temples and statues were built to honour them. Howard Carter discovered Tutankhamun’s tomb in 1922 – it was virtually untouched.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p>Chronological understanding skills: Pupils can place features of historical events and people from past societies and periods in a chronological framework. Pupils appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.</p>	<p>Knowledge and interpretation skills: Pupils can summarise the main events from a specific period in history, explaining the order in which key events happened. Pupils can describe features of historical events and people from past societies and periods they have studied.</p>	<p>Historical enquiry skills: Pupils can suggest why certain events, people and changes might be seen as more significant than others. Pupils can pose and answer their own historical questions.</p>

Conflict and Resolution

Enquiry Question: Why did the world go to war and what were the consequences?

National Curriculum	Prior Knowledge	Unit Content
<p>Pupils should be taught about: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. For example:</p> <ul style="list-style-type: none"> A significant turning point in British history. 	<p>KS2 Geography Units: Pupils can name and locate the different continents of the world and some of the countries within each. Pupils know where in Europe different countries are in relation to each other.</p> <p>Year 5, Industrial Revolution: Pupils know what life was like in Britain at the time of the Industrial Revolution and how much it changed over the period. They know what a colony is at that by 1914, Britain had many different colonies and territories across the world. Pupils also know what is meant by a significant turning point in history.</p>	<p>Content in this unit: WW1 broke out in 1914. The Triple Entente was made up of the British, French and Russian Empires. The Triple Alliance was made up of the German, Austro-Hungarian, and Italian Empires. Many soldiers from British colonies fought in WW1. Soldiers fought in trenches on the Western Front – the conditions in them were terrible. The Battle of the Somme was devastating and costly. Women could do the jobs once only reserved for men – they also worked in munitions factories. WW1 ended in 1918 and the Treaty of Versailles finalised the terms of the war. In 1934 Hitler declared himself Fuhrer of Germany. In 1939 he invaded Poland and two days later France and Britain declared war on Germany. Hitler spread anti-Semitism through Nazi Germany. Camps were the final and worst persecution for Jews. In Britain, children were evacuated due to bombing. WW2 ended in 1939 – the day is known as VE Day. The Windrush generation helped to rebuild Britain.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p>Chronological understanding skills: Pupils can say where a period of history fits onto a full timeline. Pupils can place specific events on a timeline by decade.</p>	<p>Knowledge and interpretation skills: Pupils can summarise the main events from a specific period in history, explaining the order in which key events happened. Pupils can explain how relationships between countries have changed and evolved through history. Pupils can suggest relationships between causes in history.</p>	<p>Historical enquiry skills: Pupils can look at different versions of events and say how each author may be attempting to persuade or give a specific viewpoint. Pupils can suggest why there may be different interpretations of events. Pupils can identify and explain propaganda. Pupils can describe a key event or turning point in Britain's past using a range of evidence. Pupils can suggest why certain events, people and changes might be seen as more significant than others. Pupils can pose and answer their own questions.</p>

Making Our Mark

Enquiry Question: How have people made their mark through time?

National Curriculum	Prior Knowledge	Unit Content
<p>Pupils should be taught about: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. For example:</p> <ul style="list-style-type: none"> Changes in an aspect of social history. 	<p>Year 2, They Made a Difference: Pupils know that over time, people have attempted to make a positive difference to the lives of others. They know the names of a range of significant people who have stood up for the rights of others and have an understanding of the Declaration of Human Rights.</p> <p>Year 6, Global Challenges (Geography): Pupils know the negative impact that humans are having on the environment. They know who Greta Thunberg is and that she campaigns and protests for change.</p> <p>Year 6, Conflict and Resolution: Pupils know that Emmeline Pankhurst founded the Women's Social and Political Union in 1903 which used militant tactics to protest for women's rights and that they were named The Suffragettes. They also know that when the First World War began, the WSPU stopped campaigning to join the war effort and that each of the jobs that women took part in both on the Front Line and on the Home Front helped convince the British government to grant them voting rights. Pupils also know that Jewish people experienced great prejudice throughout ww2 due to the anti-Semitism and extremism of the Nazi party. They know that the Windrush generation came to help rebuild Britain after ww2.</p>	<p>Content in this unit: A protest is where people gather together to publicly express their opinions about something in society. Protests can be for many reasons and in many forms. People have protested throughout history. There have been protests to protect the environment: Greta Thunberg and the #FridayforFuture movement. Millicent Garrett Fawcett led the National Union of Women's Suffrage Societies in the UK. In 1903, Emmeline Pankhurst founded Women's Social and Political Union with the motto 'Deeds not words'. Pride was established to campaign for the equal rights and freedom of the LGBTQ community. The civil rights movement was a struggle for social justice that took place mainly during 1950s and 1960s. The Bristol bus boycott fought racial discrimination and helped to bring about the Race Relations Act. The Black Lives Matter movement has more recently successfully drawn global attention to racism. Ruth Bader Ginsburg grew up in New York in the 1940s and experienced prejudice because she was Jewish. She was the first Jewish woman on the highest court. Mohammed Ali explores faith, identity and social change through art, providing an opportunity to respond to challenges facing society.</p>
Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
<p>Chronological understanding skills: Pupils can say where a period of history fits onto a full timeline. Pupils can place specific events on a timeline by decade. Pupils can place features of historical events and people from past societies and periods in a chronological framework.</p>	<p>Knowledge and interpretation skills: Pupils can explain how relationships between countries have changed and evolved through history. Pupils appreciate that decisions are made through parliament and have been for some time. Pupils have a good understanding of how aspects of social history have changed over time. Pupils can recognise and describe differences and similarities/changes and continuity between different periods of history.</p>	<p>Historical enquiry skills: Pupils can look at different versions of events and say how each author may be attempting to persuade or give a specific viewpoint. Pupils can describe a key event or turning point in Britain's past using a range of evidence. Pupils can suggest why certain events, people and changes might be seen as more significant than others. Pupils can pose and answer their own historical questions.</p>

