



# History



## National Curriculum Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## Expected covered content from Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

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



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## Knowledge Building

### Chronology

Understanding **chronology** is vital in helping children position their learning within a linear narrative. It involves sequencing, placing and connecting periods of history as part of a framework which should reinforce and increase their depth of knowledge and understanding.

### Continuity and Change

**Historical change** is an all-encompassing term used to describe the **changing** of events over the course of time. **Historical change** happens constantly and includes both major events and seemingly insignificant events. **Historical change** takes place through the process of **cause and consequence**. There are sometimes several causes that **continuity** refers to things that stay the same, relatively unchanged, over time.

### Cause and Consequence

In **historical** terms, every event has a **cause**, and is itself the **cause** of subsequent events, which may therefore be considered its effect(s), or **consequences**. Recognising the relationship between the two is vital to deeper historical understanding and **causal explanation** should be a primary feature in history teaching and learning at all stages within the school curriculum.

### Historical Vocabulary

**Historical vocabulary** can be placed into various categories:- language related to the passing of time e.g. yesterday; language related to the measuring of time e.g. decade; historical roles e.g. monarch; concepts and more abstract terms e.g. democracy. Some of the more abstract terms benefit from being taught through concrete and practical examples to help children to fully understand them. They should then be able to interpret historical language within contexts e.g. questions, concepts.

### Perspectives and Interpretation

**Historical interpretation** is the process by which an explanation of **past** events is constructed. **Interpretation** is based on primary and secondary **historical** sources. **Evidence**, contexts and points of view all form the basis of historical interpretation. Looking at **historical perspective** means understanding the social, cultural, intellectual, and emotional settings that shaped people's lives and actions in the past.

### Similarities and Differences

Comparison is a tool used by historians to analyse historical events, societal features, and values and beliefs within and across different time periods in order to discover things of historical importance or interest e.g. common causes, stages of development or to demonstrate a larger historical pattern. By looking for **similarities and differences**, children are then able to identify, analyse and evaluate findings, giving reasons for their conclusions.



## End Goals

### **Adventurers / LKS2**

Our aim in teaching history in Adventurers is to broaden pupils' historical horizons so they are learning not only about the more recent past but also about ancient civilisations. Pupils should be exploring source materials and begin to look for bias and accuracy. In this phase, pupils should recognise that some aspects of the past can be interpreted in different ways, and it is up to them as present-day historians to be aware that people in the past can tell their stories differently. History in this phase also encourages pupils to, not only explore similarities and differences, but inclusivity across diverse societies. In the unit 'Cry Freedom', pupils will compare how slavery has been imposed on a range of societies and how people from very different backgrounds can work towards a common goal (Sojourner Truth and William Wilberforce). Pupils should also now recognise that they should not only question why changes happen over time, but they should review the consequences of those changes, such as the legacies left by the Ancient Greeks or the development of the United Nations after the Second World War.

### **Navigators / UKS2**

Our aim in teaching history in Navigators is to deepen pupils' skills in thinking historically and historical comprehension. Pupils should now be confident in using and constructing timelines to organise their findings chronologically and make connections across wider periods of time. They should also be aware that they can not only study objects or artefacts to provide evidence of historical events but that these sources can be split into primary and secondary sources. Pupils should be starting to be more confident in analysing these to provide evidence to support their own thoughts and conclusions about how and why historical events happened. It is important, in this phase, that pupils begin to consider that the way things were done in the past cannot always be viewed through the lens of the present. The same beliefs, values and ideals of the present day are often anachronistic with the past (presentism). In this phase, pupils will also have had the opportunity to link their historical knowledge with other subjects such as geography and they should see how these two areas of learning are closely linked. For example, in Pharaoh Queen, pupils should know that the River Nile is a key geographical feature of Egypt, and was key to the survival of Ancient Egyptians, as well as its importance to those living in Egypt today.



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## ADVENTURERS (Year 3 & 4)

Knowledge Building					
Chronology	Continuity and Change	Cause and Consequence	Historical Vocabulary	Perspectives and Interpretation	Similarities and Differences
To establish clear narratives within periods of history	To make links between events and changes across and within periods of history	To identify the results of events, situations and changes	To understand and use a range of historical terminology, some linked to concepts	To understand that different versions of the past may exist, giving reasons for this	To compare and contrast a range of diverse societies
History Skills Progression – Adventurers Y3&4					
Hi15 Develop their understanding that the past can be divided into different periods of time Hi16 Explore the different ways we can find out about the past and how to understand evidence Hi17 Identify different ways in which the past can be represented Hi18 Recognise similarities and differences between people's lives during different periods of time Hi19 Use dates and vocabulary relating to the passing of time and sequence events Hi20 sequence several events or artefacts Hi21 Begin to give reasons for and results of the main events and changes Hi22 Use sources of information including ICT to find out about events, people and changes			Hi23 Ask and answer a variety of perceptive historical questions Hi24 Investigate the characteristic features of, and changes within, periods of history that were of global significance Hi26 Identify how significant events, developments or individuals and groups have influenced the world in the recent and distant past Hi27 Identify different ways in which the past is represented and interpreted and recognise how history is preserved Hi28 Place events, people and changes into correct periods of time on a timeline Hi29 Use dates and vocabulary relating to the passing of time, including AD / BC Hi30 Use and evaluate sources of information, recognising that evidence varies in the extent to which it can be trusted Hi31 Communicate knowledge and understanding in a variety of ways		





## NAVIGATORS (Year 5 & 6)

Knowledge Building					
Chronology	Continuity and Change	Cause and Consequence	Historical Vocabulary	Perspectives and Interpretation	Similarities and Differences
To make connections between periods of history	To explain change and continuity across and within periods of history	To analyse and explain the results of historical events, situations and changes	To interpret historical language in the context of concepts and questions linked to periods of history	To explain how and why different historical viewpoints and interpretations have been constructed	To analyse the diverse experiences, beliefs and attitudes of people in past societies
History Skills Progression – Navigators Y5&6					
Hi32 Investigate the characteristic features of, and changes, within, periods of history Hi33 Devise historically valid questions about change, similarity and difference and investigate for find possible answers Hi34 Investigate events in the past using primary and secondary sources Hi35 Identify and describe reasons for and results of historical events, situations and changes Hi36 Recognise primary and secondary sources Hi37 Identify and describe the effect of some economic, technological and scientific developments Hi38 Place events, people and changes into correct periods of time Hi39 Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, BCE, AD, century and decade Hi40 Interpret historical evidence Hi41 Select and organise relevant historical information, making appropriate use of dates and terms			Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers Hi43 Recognise social, cultural, religious and ethnic diversity of societies Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this Hi45 Recognise and understand the broader chronology of major events in the UK, and some key events in the world, from ancient civilisations to the present day, and locate within this the periods, events and changes they already studied Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them Hi47 Suggest possible omissions and the means of finding out Hi48 Select and combine information from different sources Hi49 Recall, select, organise and communicate historical information in a variety of ways		



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Year 3		That's All Folks 	Lindow Man <b>Competency</b>	R t F NC Essentials	Athens v Sparta 	Under the Canopy 	T G S NC Essentials	Saxon King <b>Competency</b>	Come Fly with Me! Africa 
	<b>Composite</b>	<b>Key Knowledge Builder</b>							
<b>Chronology</b>	<b>To establish clear narratives within periods of history</b>	To know the chronology of animation: zoetrope, flip books, stop motion, film, models. To know the sequence of key events in Walt Disney's career and how this impacted on the development of animation.	To know when the Stone Age, Bronze Age and Iron Age took place.  To know the chronological order of the key events studied, from the Stone Age to the Celts.		To know when the Ancient Greek empire began and ended  To know some of the major changes to the Olympic games that have taken place, within a chronological framework	To know when the Mayan empire began and ended.  To place key events in the Mayan empire on a timeline.		To know the chronology of the kings of England of this period =: from Canute to William I  To know the events of Harold Godwinson's life in chronological order.	To know the chronological narrative of the establishment of the Benin Kingdom.  To know where the historical timeline of Benin fits within the context of what was happening in the rest of the world.
<b>Continuity &amp; Change</b>	<b>To make links between events and change across and within periods</b>	To know that as technology developed in the 20 <sup>th</sup> Century, so did animation.  To understand the reasons for changes in the animation process.	To know that the Stone Age came to an end when bronze was invented, and explain why.  To know that the Iron Age marked the end of prehistory in Europe, and the reasons for iron being preferred over bronze.		To know some of the differences between life in Athens and Sparta.  To understand why there was so much conflict between Athens and Sparta.	To know how the Mayan society was structured.  To understand the hierarchy of Mayan society and why it was structured that way.		To know why Harold Godwinson's brother Tostig resented him.  To explain how and why Tostig and Harold Hardrada invaded the north of England.	To understand the reasons for the changes in the Benin Kingdom.  To understand and explain how cities have kept safe in the past.
<b>Cause &amp; Consequence</b>	<b>To identify the results of events, situations and changes</b>	To know about the impact that changes in animation techniques have had  To understand the influence that Disney animations have had on Western culture over the past century	To know the lasting impact that the arrival of St Patrick had on Ireland.  To know why Boudicca revolted against the Romans and what impact this had.		To know that Greek ideas spread and had a huge impact on Western society.  To know about some of the ways in which Ancient Greek culture changed the world e.g. sport, government.	To know that the Mayan understanding of number (using zero) had a huge influence on modern day maths.  To know how sculpture, hieroglyphs and art help us learn what Mayan culture was like.		To know that Anglo-Saxon children were often named after their father or ancestor, and that Godwinson is an example of this.  To know some of the reasons why the Witan Council had to choose the next king, and why.	To know why Ogiso was exiled from the Benin Kingdom.  To know the impact that the changes in leadership had on the people of Benin.
<b>Historical Vocabulary</b>	<b>To understand and use a range of historical terminology, some linked to concepts</b>	To know and understand the terms 'discovery' and 'development'.  To understand the term 'diversity' and know how this has been represented through animation over time.	To understand and explain the meaning of 'hunter gatherer'.  To understand and explain the meaning of 'pre-historic'.		To know and understand the meaning of the terms 'ancient', 'artefact', 'myths and legends'.  To know the meaning of the terms 'democracy' and 'conflict' and give examples.	To know and understand the meaning of millennia, eras, AD/ACE and BC/BCE  To know the meaning of the terms 'ancestor' and 'heritage' and give examples.		To understand and explain the meaning of 'invasion' and give examples.  To understand the meaning of 'patronymics' and give examples.	To know and understand the meaning of epochs, eras, AD/ACE and BC/BCE  To know about Benin leadership and how leaders came to be in power.
<b>Perspectives &amp; Interpretations</b>	<b>To understand that different versions of the past may exist, giving reasons for this</b>	To know that Walt Disney had negative experiences, even though the portrayal of his past is largely positive.  To know that there was criticism of the Disney Corporation and the reasons why e.g. racism, business practices.	To give examples of some of the evidence that exists for these different historical periods (e.g. Stonehenge, Scara Brae, Lindow Man)  To know that archaeological finds and interpretations have helped historians reconstruct Iron Age artefacts, and give examples.		To know that artefacts such as pottery and architecture help us interpret the past.  To know that there are different historical reasons given for the fall of the Ancient Greek empire.	To know some of the explanations given for the decline of the Mayan empire.  To understand why no-one knows for definite why the Mayan empire disappeared.		To know that the Bayeux Tapestry was made y the Normans as a gift for William, and so will be a biased account of events.  To give examples of some of the possible inaccuracies shown in the Bayeux Tapestry, and reasons for these.	To know that some sources say that the people of Benin built walls around their city and others say moats, while others say both.  To identify sources of evidence that exist to show that the people of Benin had moats and/or walls.



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Similarities & Differences	To compare and contrast a range of diverse societies	To know that flipbook animation has been used across many cultures and societies.  To know that cultural and traditional stories are often used in animation and give examples.	To know what type of jobs Iron Age people may have had.  To explain some of the features of life for Celts in the Iron Age, including food, houses, culture, religion and war.		To know the ancient Greek mythology affected everyday life.  To know about Greek thinking and how this has impacted on Western society e.g Pythagoras (Maths), Aristotle (Science)	To know how Mayan religion affected everyday life.  To know what Mayans considered to be beautiful and how this compares to other cultures' views of beauty.		To know about some of the weapons used in Anglo-Saxon battles.  To explain some of the similarities and differences between the way monarchs were chosen in Anglo-Saxon times and today.	To know that Benin art shows us what was important to the people of Benin.  To know how Europeans were represented in Benin art and what this shows about how they were viewed by the Benin people.
		<p>Pupils will learn that animation is a process that has developed and changed greatly over time. They will explore the concept of the moving image through making flipbook animations and Zoetropes. They will learn about famous animated characters such as Mickey Mouse and Wallace and Gromit before using computer animation software to create their own modern animations.</p>	<p>In this unit, pupils will explore the changes and developments that took place over several millennia in Ancient Britain. They will use vocabulary relating to specific eras (Stone, Bronze and Iron Age) to categorise development and societal change during these eras. They will recognise that we can make claims about the lives people led in ancient times because of evidence left behind. Pupils will also learn about key people from history and how their actions still impact our present day.</p> <p><b>Concepts</b>  <b>NC</b> - Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> <li>To know when the Stone Age, Bronze Age and Iron Age took place</li> <li>To know what evidence exists for these different historical periods (Stonehenge, Skara Brae etc.)</li> <li>To know who the Celts were, in particular, Boudicca</li> <li>To know how the people living during these three periods of time influenced the locality</li> <li>To understand how evidence from the past is used to make historical claims</li> <li>To understand the way in which the past impacts on the present</li> </ul>		<p>Pupils will begin this unit by using inter-disciplinary skills, employing geographical knowledge in locating Greece on a present-day map and noting some of its key features, and historical knowledge in comparing it with a map of Ancient Greece. A key focus of this unit is comparing the city states of Athens and Sparta and recognise that their differences meant that they did not live peacefully together. Pupils will explore cause and consequence when learning about key events in Ancient Greek times, such as the Persian Wars. They will also learn about continuity through some Ancient Greek legacies that are still influential today, like democracy and the alphabet.</p> <p><b>Concepts</b>  <b>NC</b> - Pupils should be taught about Ancient Greece through a study of Greek life and achievements and their influence on the western world</p> <ol style="list-style-type: none"> <li>To know the location of Greece</li> <li>To learn about the Greek Empire</li> <li>To understand the importance of Athens and Sparta</li> <li>To know about some of the important battles e.g. The Persian Wars</li> <li>To learn about Greek mythology</li> <li>To discover the legacy of the Ancient Greeks e.g. democracy and buildings</li> </ol>	<p>Using the historical period of the Mayans, pupils will link history and geography together through exploring the roots of two fictional children. They will research the original Mayan meaning of the children's names and then compare these to the origins of their own. Pupils will then collect evidence of how the Mayan people lived in the rainforest in the past, through research, and then share what they find, noting any influences on present day.</p> <p><b>Concepts</b>  <b>NC</b> - Pupils should be taught about a non-European society that provides contrasts with British history</p> <ul style="list-style-type: none"> <li>To understand where names come from and what they mean</li> <li>To understand the relationship between where we originate from and what our names mean</li> <li>To learn what it would have been like for the Mayans, living in the rainforest</li> </ul>		<p>In this unit, pupils will learn about some aspects of early medieval life in England through the life of a key historical figure, Harold Godwinson. Pupils will have the opportunity to investigate timelines and family trees to understand the chronology of Harold's life and debate his claim to the throne through available evidence. Pupils will use the Bayeux tapestry to note the events of the Battle of Hastings and will start to explore the use of bias in source materials recognising we should always question what we are looking at when working historically.</p> <p><b>Concepts</b>  <b>NC</b> - Pupils should be taught about the settlement in Britain by the Anglo-Saxons and Scots  <b>NC</b> - Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England</p> <ul style="list-style-type: none"> <li>to the time of Edward the Confessor</li> <li>To know and be able to retell the life story of Harold Godwinson</li> <li>To know what Harold Godwinson was famous for</li> </ul> <p>To understand what makes Harold Godwinson an inspirational historical figure</p>	<p>Pupils will explore the links between the disciplines of history and geography through this African theme, with a historical focus on the Benin from West Africa. Pupils will learn that the kingdom of Benin was incredibly powerful and influential at the time by studying artefacts that have been left behind.</p> <p><b>Concepts</b>  <b>NC</b> - Pupils should be taught about a non-European society that provides contrasts with British history  <b>B</b>. To learn about the Benin Early Period</p>



# History



## That's All Folks

Year 3	Composite	Components



# History



## Lindow Man

		Composite	Components
Year 3	<b>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age (NC)</b>		<p>To know that Prehistoric Britain can be separated into three different times in history, Stone Age, Bronze Age and Iron Age</p> <p>To know that Stone Age, Bronze Age and Iron age are identified by the way the people made their tools</p> <p>To know that BC means before the birth of Jesus Christ and that we live in 2022 AD. AD means after the birth of Jesus Christ</p> <p>To know that archaeologists study things that people have made and left behind to help us understand history</p>
	To know when the Stone Age, Bronze Age and Iron Age took place		<p>To know that the Stone Age was before 3000BC</p> <p>To know Bronze Age was between 3000 and 800 BC when people started to mix copper and tin to make bronze</p> <p>To know the Iron Age was between 800 BC and 43 AD when people began to make their weapons and tools out of iron because it was harder and tougher</p>
	To know what evidence exists for these different historical periods (Stonehenge, Skara Brae etc.)		<p>To know that Skara Brae is a Stone Age village that is 5000 years old that can be found in the Orkney Isles off the north of Scotland</p> <p>To know that Stonehenge is a huge man-made circle of stones in Wiltshire, England, built around 4000 years ago</p> <p>To know that Skara Brae started to be built in the Stone Age and was finished in the Bronze Age</p> <p>To know that Lindow man lived about 2000 years ago in the Iron Age and his remains were found in a peat bog in Cheshire</p> <p>To know that archaeologists have found evidence of Bronze Age cemeteries and villages e.g. Winterbourne Poor Lot Barrows in Dorset , England which is dated from 1500BC</p>
	To know who the Celts were, in particular, Boudicca		<p>To know that Celts lived in groups of families called a tribe and that they settled in Britain from Europe</p> <p>To know that the Celts spoke a language called Gaelic and that this language is still spoken in parts of Britain today i.e., Ireland, Scotland, Wales and Cornwall</p> <p>To know that the Celts lived in Britain during the end of the Bronze Age and during the Iron Age</p> <p>To know that there were many tribes in Britain each with their own king and that they built hillforts</p> <p>To know that druids were very important members of the tribe who helped with decision making</p> <p>To know that the Celts had their own traditions and gods and that some of these traditions were kept when they converted to Christianity</p> <p>To understand that the Romans led by Julius Caesar invade Britain in 55BCE and won several battles against the Celtic tribes who he called Britons</p> <p>To know that the roman Empire wanted Britain's gold, tin and iron</p> <p>To know that the Romans invaded again in 43 AD and were more successful building towns and roads</p> <p>To know in 60AD the Iceni tribe was ruled by warrior Queen called Boudicca</p> <p>To know that Boudicca was the last of the Celtic leaders to try and stand up to the Romans including attacking Roman the Roman cities Camulodunum (Colchester) and Londinium (London)</p> <p>To know that the Romans eventually defeated the Iceni and it is thought that Boudicca took her own life rather than be taken captive</p>
	To know how the people living during these three periods of time influenced the locality		<p>To know that the landscape of the land may have been shaped by ancient human activity e.g. burial mounds, hillforts, roman roads</p> <p>To understand that using tools made from iron helped to farm and so more crops could be grown</p> <p>To know that to protect themselves people in the iron age built hillforts with defensive ditches</p> <p>To know that there exists evidence of different types of settlement in different regions of the UK depending upon where the different tribes made their settlements</p>
	<p>To understand how evidence from the past is used to make historical claims</p> <p>To understand the way in which the past impacts on the present</p>		<p>To know that a lot of evidence about Ancient Britain is from the Roman Invaders who wrote down their observations</p> <p>To know that preserved bodies like Lindow man provide scientists with evidence of what people looked like and what they ate</p> <p>To know that the English language contains words from the ancient British languages e.g. beak</p> <p>To know that Christianity came to Britain during the Iron Age</p>





# History



## Athens v Sparta

		Athens v Sparta
	Composite	Components
Year 3	<b>Pupils should be taught about Ancient Greece through a study of Greek life and achievements and their influence on the western world (NC)</b>	
	To know the location of Greece	To know that the Ancient Greek Empire covered more land than modern Greece
	To learn about the Greek Empire	To know that the word 'ancient' means any time in history over approximately 1500 years ago To know that 'empire' means a set of lands or countries ruled by a person called an emperor To understand that ancient Greeks lived in cities all around the Mediterranean Sea To know that the Ancient Greeks lived in separate city states but they shared a common language and religion
	To understand the importance of Athens V Sparta	To know that Athens and Sparta were the most powerful Ancient Greek cities 2500 years ago To know these city-states had their own, very different laws and governments To know that Athens and Sparta did not get on To know that Spartans were very serious soldiers and boys started training aged 7 years To know that between 500BC and 400BC Athens was the most important city in the world To know that Athens was famous for its thinkers, artists and writers To know that the largest temple in Athens was called the Parthenon To know that Athens was the world's first democracy where there was no king and the people (men only) made the decisions
	To know about some of the important battles e.g. The Persian Wars	To know that the Persian Empire was also a powerful civilization in ancient history To know that the Persian Empire covered areas of modern-day Iran, Egypt, Turkey and parts of Afghanistan and Pakistan To know that one of the most famous battles was The battle of Marathon in 490BC To know that the city-states of Greece joined together to fight the Persians To know that a 'trireme' was a very fast Greek warship To know that the wars lasted 20 years and that the Ancient Greeks eventually defeated the Persians
	To learn about Greek Mythology	To know that the Ancient Greeks thought their gods lived in a palace in the clouds above Mount Olympus To know that a myth is an ancient story people told to explain the things around them To know the Ancient Greek myths were stories about gods and goddesses and that Zeus was the King of the gods To know that the Ancient Greeks believed that the Earth was flat
	To discover the legacy of the Ancient Greeks e.g., democracy and buildings	To know that 'legacy' means things in our lives today that started in the past To know that the Ancient Greeks held the first <b>Olympics Games</b> in 776 BCE and these have been adapted by the modern Olympic games To know that the first <b>marathon</b> was run by a Greek messenger during the Persian Wars To know that many buildings around the world are modelled on Ancient Greek Architecture. The Romans were some of the first to copy them The Ancient Greeks elected their leaders in a <b>democracy</b> (although in Ancient Greece only men could vote) To know that we still use some ideas of the Ancient Greeks today e.g. Pythagoras (maths) and Aristotle (science)



# History



## Under the Canopy

		Under the Canopy	
		Composite	Components
Year 3	<b>Pupils should be taught about a non-European society that provides contrasts with British history (NC)</b>		<p>To know that many European countries had colonies in different parts of the world e.g. Britain in North America and Spain in central and South America</p> <p>To know that the Ancient Mayans lived Central America</p> <p>To know that there were successful civilisations in Central America a long time before the Europeans arrived e.g. the Mayans who lived from 2000 BC until they were finally conquered in 1697 by the Spanish invaders</p>
	To understand where names come from and what they mean		<p>To know that some names have been used in families for centuries</p> <p>To know that some names are chosen to reflect something about the person, their jobs or the area where they lived e.g. Little or Preston or Gardener</p>
	To understand the relationship between where we originate from and what our names mean		<p>To know that some names have different variations around the world e.g. Henry (English), Henri (French), Heinrich (German) Enrique (Spanish)</p>
	To learn what it would be like for the Mayans, living in the rainforest		<p>To know that the ancient Mayans live in the rainforest and that it was a source of food, medicine and building materials</p> <p>To know royal ancient Mayans lived in palaces in the rainforests</p> <p>To know the poor people lived in huts made of wood outside the palaces</p> <p>To know that the Ancient Mayans ate maize, beans and squash</p> <p>To know that the Ancient Mayans hunted animals in the rainforest for food</p> <p>To know that maize was used to make tortillas to wrap beans and meat in</p> <p>To know that ancient Mayans ate insects as a source of protein because they had very few farm animals</p> <p>To know that they used the cacao seeds to make a drink and that we now use these seeds to make chocolate</p>



# History



## Saxon King

		Composite	Components
Year 3	<b>Pupils should be taught about the settlement in Britain by the Anglo-Saxons and Scots (NC)</b>		<p>To know that the Anglo-Saxons were a group of warrior farmers who invaded Britain around 450AD</p> <p>To know they came to Britain from Germany, the Netherlands and Denmark</p> <p>To know that there are places in England with Anglo-Saxon place names and that we can recognise these by their name endings (some of these include -ford, -ton, -ham, -minster e.g. Oxford, Preston, Birmingham, Westminster)</p>
	<b>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (NC)</b>		<p>To know that in 793AD the Vikings invaded Anglo-Saxon Britain</p> <p>To know that, after 793 AD, Britain was split between Anglo-Saxon and Viking rule</p> <p>To know that the Anglo-Saxons ruled over most of Britain</p> <p>To know that Edward the Confessor was one of the last Anglo-Saxon kings and that he built Westminster Abbey</p>
	To know and be able to retell the life story of Harold Godwinson		<p>To know that Harold Godwinson was born about 1000 years ago in Wessex, England</p> <p>To know that his father was called Godwin because his surname was Godwinson</p> <p>To know that Harold's Mum was Danish and that his brother-in-law was Edward the Confessor, the king</p> <p>To know that Godwin and Harold were powerful earls when Edward the Confessor was king</p> <p>To know that Harold was Earl of Wessex which covered most of modern Hampshire, Dorset, Wiltshire and Somerset in the South of England</p> <p>To know that he was the most powerful man in England after the king</p> <p>To know that Edward the Confessor had no sons and so Harold Godwinson was chosen to be his successor</p> <p>To know that Harold was crowned in January 1066, the day after Edward the Confessor died</p> <p>To know that Duke William of Normandy (France) thought that he should be king because he was Edward's cousin, and so invaded Britain</p> <p>To know that his brother tried to take the throne from him and so was sent into exile (to live outside Britain)</p> <p>To know that Harold Godwinson defeated his brother and the Danish King, Harold Hardrada, in September 1066 at Stamford Bridge, just outside York</p> <p>To know that he had to rush back south to fight William of Normandy who had landed in Hastings on the South coast of Britain</p>
	To know what Harold Godwinson was famous for		<p>To know that Harold Godwinson was the last Anglo-Saxon King of England</p> <p>To know that the Battle of Hastings took place on 14 October 1066</p> <p>To know Harold was defeated, making William the new King of England which ended the Anglo-Saxon rule</p>
	To understand what makes Harold Godwinson an inspirational historical figure		<p>To know that Edward showed courage in battle because he was willing to risk his life for his country</p>



# History



## Come Fly with Me! Africa

		Come Fly with Me! Africa	
		Composite	Components
Year 3	<b>Pupils should be taught about a non-European society that provides contrasts with British history (NC)</b>	To know that, in the past, merchants from Britain traded with people all over the world, including the continent of Africa	
	To learn about the Benin Early Period	<p>To know that the Kingdom of Benin was in West Africa in, what is now, modern-day Nigeria</p> <p>To know that the Kingdom of Benin included a large city that was made up of smaller villages</p> <p>To know that the Benin people would trade with merchants from Europe and other African Kingdoms</p> <p>To know that Benin was successful because of its trade in gold, ivory and pepper with Europe</p> <p>To know that the most important person in the Benin kingdom was the king known as the Oba</p> <p>To know that the people of Benin believed that their Oba was a god</p> <p>To know that Benin was famous for its craftworkers, wood carvers, ivory carvers, leather workers, weavers and blacksmiths</p> <p>To know that Benin is famous for its bronze (and brass) sculptures</p>	



# History



Year 4		Lightning Speed	O & A	M t F B W Y	Law & Order	P O P	W o t W	Viking Warrior	Cry Freedom
	Composite		NC Essentials	NC Essentials			NC Essentials	Competency	
Key Knowledge Builder									
Chronology	To establish clear narratives within periods of history	To know that Tim Berners-Lee invented the World Wide Web in 1989. To place communication inventions in a historical timeline.			To know that the United Nations (UN) was established after World War 2. To place the historical timeline of the UN in the context of what was happening across the world.			To know the chronology of invaders and settlers in Britain To know the chronological events of the life story of Ragnar Lothbrok	To know the chronological narrative of slavery across the world
Continuity & Change	To make links between events and change across and within periods	To know that methods of communication only began to change dramatically in the last 200 years To know why methods of communication began to change 200 years ago			To understand the reasons behind the need for the establishment of the UN. To know when and why Amnesty International began.			To know that the Vikings often settled in the places they had invaded and stayed there for many years To know that the Saxons defeated the Romans but ended up sharing much of Great Britain with the Vikings, until the Norman Conquest of 1066	To understand and explain some of the reasons why people were forced into slavery in the past To understand and explain some of the reasons why people are forced into slavery now and how this compares to in the past
Cause & Consequence	To identify the results of events, situations and changes	To understand why Tim Berners-Lee invented the World Wide Web To know some of the main changes in technology that have come about through the invention of the World Wide Web			To explain how the aftermath of WW2 led to the Universal Declaration of Human Rights. To know how Ancient Greek democracy, involving debate and resolution, had a massive impact on Western society.			To know that Viking warriors were often given a nickname (rather than a surname) that related to their character or story To know some of the reasons why the Vikings invaded Britain	To know what impact William Wilberforce had on the abolition of the slave trade To understand why Sojourner Truth and William Wilberforce were so passionate about the abolition of slavery
Historical Vocabulary	To understand and use a range of historical terminology, some linked to concepts	To know and understand the meaning of present day, centuries and decades To understand the term 'causation' in the context of the development of the internet			To know and understand the meaning of AD/ACE, BC/BCE and Ancient civilisation. To know and understand the meaning of democracy, giving examples from different societies.			To understand and explain the meaning of 'invasion' and give examples To understand and explain the meaning of 'saga', and give examples	To know and understand the meaning of 'era' and 'chronology' To know and understand the meaning of 'Trans-Atlantic' and 'Middle Passage'
Perspectives & Interpretations	To understand that different versions of the past may exist, giving reasons for this	To know that some people view the World Wide Web as a positive thing, whereas others see it as negative To understand how Tim Berners-Lee's prophecies about the use of the World Wide Web have come true			To know that and understand why not all countries are run democratically. To know how countries have changed over time e.g. some becoming democracies more recently.			To understand that evidence from the Viking period was passed from person to person verbally, leading to inaccuracies and omissions To know that Viking sagas may contain more fiction than fact, as they were written down many years after the events had possibly happened	To know that many slaves were not taught to read and write and so communicated their stories and messages in other ways To know why some people have campaigned for statues of famous people with links to the slave trade to be pulled down
Similarities & Differences	To compare and contrast a range of diverse societies	To know that some aspects of communication on the World Wide Web are banned in certain countries To understand why different societies have different opinions regarding the use of the World Wide Web			To know some of the ways in which life is different for citizens of non-democratic and democratic countries. To know some examples of non-democratic and democratic countries from the past and present day.			To explain some of the features of life for Viking invaders, including food, houses, culture, religion and war To know some of the similarities and differences between Viking, Roman and Anglo-Saxon soldiers	To know that slavery has existed across many cultures and societies To be able to give examples of slavery from different societies and eras, including modern-day slavery



# History



		<p>Pupils will learn about the development of communication over 200 years and then look at the creation of the Internet. They will explore how communication has grown from requiring people to be close by to one another, to sending post to the development of email and the internet as a communication tool. Pupils will learn about Tim Berners-Lee as the creator of the world wide web.</p>			<p>Pupils will identify the importance of having their voices heard through debate and discussion inspired by the debates of Ancient Greeks. They will learn more about the place that founded early democracy and hold elections of their own.          NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>		<p>Pupils will explore some of the oral history of the Viking period through the tales told about Ragnar Lothbrok. Pupils will discover that stories of events of this time were often not written down until much later and therefore may not be accurate. As historians, pupils will have to explore further evidence to be sure that certain events took place; Ragnar may not have existed! Pupils will use chronology to plot Viking invasions and relating their time in Britain with that of the Romans and Anglo-Saxons. Pupils will also begin to use questioning and research to find out why the Vikings chose to invade Britain. Finally, pupils will assess evidence of what the Vikings left behind and how they still influence our lives today.          Concepts          NC - Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> <li>• To know and be able to retell the life story of Ragnar Lothbrok</li> <li>• To know the chronology of invaders and settlers in Britain</li> <li>• To understand that Viking sagas were often written down many years after the events had possibly happened and, therefore may contain more fiction than fact</li> <li>• To understand that evidence from the Viking period was passed from person to person verbally, leading to inaccuracies and omissions</li> <li>• To understand why the Vikings invaded Britain</li> <li>• To understand the way in which the past impacts on the present</li> </ul>	<p>Pupils will be introduced to the concept of slavery in a sensitive manner, initially discussing some of the historical vocabulary surrounding slavery. Pupils will also learn that slavery has been a feature of societies across the globe for several centuries and they will compare, contrast, and discuss changes to how slavery occurred. Pupils will develop their chronology skills by comparing key events in Sojourner Truth and William Wilberforce's lives and how both these people worked to abolish slavery. Finally, pupils will research, assess, and draw conclusions on the issue of modern-day slavery.          Concepts          NC - Pupils should be taught about a non-European society that provides contrasts with British history          NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ol style="list-style-type: none"> <li>A. To know and understand what slavery is and recognise its different forms</li> <li>B. To learn about the history of slavery around the world - Europe, Asia, Africa, America</li> <li>C. To learn about key figures involved in the abolition of slavery</li> <li>D. To learn about modern-day slavery</li> </ol>
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# History



## Lightning Speed

Year 4	Composite	Components

## Law and Order

Year 4	Composite	Components
	<p><b>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (NC)</b></p> <p>To learn how we organise ourselves and make decisions within communities, including the meaning and importance of democracy</p>	<p>To know that Ancient Greece existed about 2500 years ago and that it was one of the most important places in the ancient world</p> <p>To know that Ancient Greeks were great thinkers, warriors, writers, actors, athletes, artists and politicians</p> <p>To know that the Ancient Greeks founded the first real democracy which means the people had a say in how their country is ruled</p> <p>To know that the word democracy comes from two Greek words: people (demos) and rule (kratos)</p> <p>To know that, in Ancient Greece women, children and slaves could not vote</p> <p>To know that a philosopher is a person who thinks about the world, knowledge and other important human matters</p>



# History



## Viking Warrior

Viking Warrior	
Composite	Components
<b>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (NC)</b>	<p>To know that the Anglo-Saxons and the Vikings ruled different parts of the British Isles at the same time</p> <p>To know that the Vikings ruled most of the land in the north of England and that this was called Danelaw</p>
To know and be able to retell the life story of Ragnar Lothbrok	<p>To know that historians think that the story of Ragnar Lothbrok may be about the heroics of different Viking leaders</p> <p>To know that Ragnar Lothbrok was the son of the King of Denmark</p> <p>To know that, although his nickname was Hairy Trousers, there is no real evidence of him wearing them</p> <p>To know that there is a lot of historical evidence that his sons existed and invaded Britain in 865AD</p>
To know the chronology of invaders and settlers in Britain	<p>To know that Vikings were a group of people from Scandinavia (Sweden, Denmark and Norway) who invaded Britain from about AD700 and AD1100</p> <p>To know that the Vikings invaded Britain about 350 years after the Romans had left</p> <p>To know that the Vikings were expert sailors and travelled to Britain in wooden ships called longboats</p>
To understand that Viking sagas were often written down many years after the events had possibly happened and, therefore may contain more fiction than fact	<p>To know that Viking sagas are stories that have changed over hundreds or thousands of years</p> <p>To know that historians need more evidence than just a story to accurately explain people and events from the past</p> <p>To know that the stories about Ragnar were written down a long time after he is supposed to have lived</p>
To understand that evidence from the Viking period was passed from person to person verbally, leading to inaccuracies and omissions	<p>To know that stories can change when they are told many times to different people</p> <p>To know that the Vikings thought storytelling was important to preserve their culture</p> <p>To know that most Vikings could not write so the stories were important for families to know about their ancestors</p> <p>To know that the stories sometimes confuse fact with opinion</p>
To understand why the Vikings invaded Britain	<p>To know that the first Viking raids were to attack and steal treasures, mostly from religious buildings such as monasteries</p> <p>To know that Vikings also came to Britain to take over land and settle as farmers, growing grain crops like barley, rye or oats</p>
To understand the way in which the past impacts on the present	<p>To know that because the Vikings were great explorers, they were the first Europeans to discover North America</p> <p>To know that many English words started as Viking words e.g. Thursday meaning 'Thor's Day' -Thor was the god of war who created thunder and lightning</p> <p>To know that Bluetooth is named after a Viking king called Harald Blatand whose name translates to blue tooth and that the logo is a combination of old Viking symbols or runes</p> <p>To know that there are places in England with Viking place names and that we can recognise these because they end in -by and -thorpe e.g., Whitby, Scunthorpe</p>

Year 4





# History



## Cry Freedom

Cry Freedom	
Composite	Components
<b>Pupils should be taught about a non-European society that provides contrasts with British history (NC)</b>	
To know and understand what slavery is and recognise its different forms	To know that slavery is when people are forced to do work they do not want to do and have no means of escaping To know that a slave is seen as an object and not a person, and they have no or very little control over their own lives To know that there were many different reasons a person was a slave, including being captured in war, being born a slave, by committing a crime, by being sold as children or by being unable to pay a debt
To learn about the history of slavery around the world - Europe, Asia, Africa, America	To know that there were slaves in Africa and China over 3000 years ago and, in Ancient Greece, one-third of people were slaves To know that slavery existed in Africa in Ancient times To know that by 1600, landowners in America needed people to work on their farms so they raided Africa for people to work on their land for free To know that slavery was not abolished until over 200 years later To know that many African slaves died on board ships crossing the Atlantic Ocean between Africa and America known as <i>The Middle Passage</i> To know that most African slaves were sent to work in mines or on large farms growing tobacco, sugar and cotton To know that tobacco, sugar and cotton were then sold to countries around Europe
To learn about key figures involved in the abolition of slavery	To know that the Abolitionist Movement was a group of people in Great Britain who believed that slavery was wrong To know that slavery was made illegal in the northern states of America in 1834 To know that the Underground Railroad was a secret network of routes and places to stay for slaves trying to escape from the south to north of America To know that Sojourner Truth was born a slave To know she was sold more than once before she was freed To know that Sojourner became famous because of her speeches telling people about her cruel life as a slave To know that slavery in the southern states was made illegal in 1865 To know that William Wilberforce campaigned many years for the end of slavery in Britain, which was finally achieved in 1833
To learn about modern-day slavery	To understand that almost all modern societies in the world believe slavery to be wrong To understand that almost 50 million people are estimated to be trapped in slavery worldwide and 1 in 4 are children To know that modern day slavery includes forced labour and forced marriage To understand that 'modern day slaves' can look like they are working in ordinary jobs

Year 4



# History



Year 5	Mission Control	The Rescuers	G W t F	You're Not Invited	F o B	B A t W	British Bulldog	Come Fly With Me! America
	<b>Competency</b>	<b>Competency</b>	<b>NC Essentials</b>	<b>Competency</b>	<b>Competency</b>	<b>NC Essentials</b>	<b>Competency</b>	<b>Competency</b>
	<b>Composite</b>							
	<b>Key Knowledge Builder</b>							
Chronology	To make connections between periods of history	To know that the Ancient Greeks proved that the earth is a sphere, not flat. To know that the first moon landing took place in 1969 and now people are looking at going on holiday to outer space.	To know that the Titanic sank in 1912, just two years before the start of WW1 To know how the changes in industry led to the White Star Line believing they had built an unsinkable ship	To know some of the countries invaded and ruled, over time, by the Romans To know the chronological order of the invasion of countries across the Roman Empire			To know that Winston Churchill was born in the Victorian era but served as Prime Minister under both George VI and Elizabeth II To know that Churchill was a decorated soldier before WW1, having fought when the British Empire was at its height	To know that Columbus 'discovered' America in 1492, which led to European conquest, colonisation and settlement. To know that different people came to America at different times e.g Founding Fathers, Irish immigrants, slaves.
Continuity & Change	To explain change and continuity across and within periods of history	To know that the launch of Echo 1 in 1960 laid the foundations for modern day satellite communication. To know that the first artificial satellite, Echo 1, relied on humanity's oldest flight technology – ballooning.	To know about the methods of communication on ships, especially the Titanic To know some of the ways in which communication methods have changed in the last one hundred years	To know why the ancient map of the Roman Empire is different to a present-day world map To know some of the legacies of the Roman Empire			To know that WW1 was mainly fought by troops on the ground, and that much of the fighting in WW2 was from the air To know some of the main events that Churchill oversaw in WW2 e.g. The Battles of Britain and Dunkirk	To know that many people, over time, have emigrated to America to escape persecution. To understand the influence of the 'American Dream' on immigration.
Cause & Consequence	To analyse and explain the results of historical events, situations and changes.	To know the reasons for the Space Race. To explain the reasons behind conspiracy theories about the moon landings.	To know some of the things that went wrong in the lead up to the Titanic sinking To give examples of, and reasons for, the safety measures that were brought in after the Titanic sank	To know the possible reasons for, and consequences of, an invasion To know why the Roman army was so successful in their invasions			To know what the Battle of Britain was and how Churchill anticipated it To know and explain how Churchill's speeches affected the British population during WW2	To know that many Native American people were wiped out by diseases brought over by the Europeans. To know the historical background to Thanksgiving Day,
Historical Vocabulary	To interpret historical language in the context of concepts and questions linked to periods of history	To know the meaning of primary and secondary sources of evidence. To describe the sources used for investigation in terms of 'primary' and 'secondary' sources of evidence.	To know what wireless telegraphy is and its importance in maritime and shipping To understand why we cannot be absolutely sure of exactly what happened on the night that the Titanic sank	To know and understand the meaning of the word 'invasion' To know and explain the meaning of the term 'legacy' in relation to the Roman Empire			To know that Churchill used language as a powerful weapon, and that his speeches were, and still are, extremely popular To know examples that show how Churchill brilliantly used language, rhythm and delivery in his speech	To know and understand the meaning of 'conquest', 'immigrant', 'global' and 'settler'. To understand the meaning of 'republic'.
Perspectives & Interpretations	To explain how and why different historical viewpoints and interpretations have been constructed	To know why some people think the 1969 moon landing was faked. To know what evidence people give for the moon landings being real.	To know some of the main reasons why Molly Brown was not allowed to give evidence about the Titanic To know and explain why different reasons are given for where the blame lies for so many lives being lost when the Titanic sank	To know that there are different explanations as to why the Romans were so successful, including discipline and organisation To know that the leaders of the Roman Empire have been represented in diverse ways in plays, art etc.			To know why some people have campaigned to remove statues of Churchill To understand why some of Churchill's views are now seen as wrong (and that some people have described him as a racist)	To explain why many Native American people view Christopher Columbus as a villain not a hero. To know that many Native Americans view Thanksgiving as a day of mourning, not celebration.
Similarities & Differences	To analyse the diverse experiences, beliefs and attitudes of people in past societies	To know why the astronomer, Galileo, was imprisoned by the Roman Inquisition in 1633. To know that some people still claim to believe that the Earth is flat, and the reasons they give for their beliefs.	To know why Harold Bride chose to stay out of the spotlight in the aftermath of the sinking of the Titanic To explain what some of the problems might be in using films or newspaper reports to find out more about Molly Brown	To know the impact of the Roman invasions on the inhabitants of the countries invaded at the time To know some of the differences between the Roman culture and the cultures of countries they invaded			To know how Churchill's decisions in the Gallipoli crisis affected people's attitudes towards him To know that Churchill was born in the Victorian era, to a wealthy aristocratic family, and how this would have influenced his world view	To know some of the beliefs of Native American people To know about the attitudes of settlers to Native American people, forcing tribes to leave their homes.



# History



	<p>Pupils will develop their ability to analyse source material by first recognising the differences between primary and secondary sources, and then understanding how both are useful in developing a broader field of evidence around a key historical event – the moon landing. They will use source material to answer historical questions. They will also analyse the developments and changes made to space travel and satellite communication over the decades. Chronological knowledge will be embedded further by researching famous astronomers and placing their dates, significant events and achievements on a timeline.</p> <p><b>Concepts</b></p> <ol style="list-style-type: none"> <li>To learn about space exploration and discovery</li> <li>To develop knowledge and understanding of famous astronomers, as well as significant worldwide astronauts</li> <li>To learn about the development and role of satellite communication</li> </ol>	<p>In this unit, pupils will learn about the sinking of the Titanic with a focus on two key survivors, turned rescuers. Pupils will begin by exploring changes to methods of communication, both on board ship and on land, since the early 20<sup>th</sup> century. They will look at how the Titanic was built and use inference to imagine how those involved in the design and launch would feel about hearing about the sinking. They will then analyse evidence surrounding the sinking, drawing their own conclusions on who or what was to blame, and discuss sources relating to Molly Brown and Harold Bride’s involvement in the event.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>To learn about the sinking of the famous ship, the Titanic</li> <li>To learn about the communication on the Titanic and how communication methods changed in the last one hundred years</li> <li>To learn about the chronology of the relevant events leading up to the sinking of the Titanic</li> <li>To draw conclusions about what led to the sinking of the Titanic</li> <li>To understand the role played by Molly Brown in the rescue effort</li> <li>To understand the role played by Harold Bride in the rescue effort</li> </ul>	<p>In this unit, pupils will take a deeper look at cause and consequence with a focus on Roman invasion and the expansion of the Roman Empire across Europe. Pupils will be expected to think more analytically, giving reasons for invasion and discuss some of the outcomes, recognising that not all outcomes of invasion are negative. Pupils will use timelines to record important battles from the Roman era, noting key people involved. They will also be encouraged to start drawing their own conclusions about historical events, with evidence to support their thinking.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Pupils should be taught about the Roman Empire and its impact on Britain</p> <ol style="list-style-type: none"> <li>To learn the meaning of the word ‘invasion’ and understand the possible reasons for and consequences of an invasion</li> <li>To know the location of Italy and the Roman Empire</li> <li>To understand why the Roman Army was so successful in their invasions</li> <li>To learn about some of the famous battles that took place during the Roman era</li> <li>To understand the positive impact of the Roman invasions on the inhabitants of those countries invaded</li> </ol>	<p>In this competency unit, pupils will begin by finding out why Winston Churchill is regarded as the UK’s most well-known Prime Minister and why his image is still used in popular culture today. They will listen to and study some of his famous speeches during World War 2 and discuss how and why these speeches were so important to the morale of the British people both at home and away fighting. Pupils will investigate the reasons why Winston Churchill is now seen as a controversial figure in British cultures due to some of the views that he held. Additionally, pupils will learn that Churchill was an accomplished painter and will study some of his works in order to produce some artwork of their own in a similar style.</p> <p><b>Concepts</b></p> <ul style="list-style-type: none"> <li>To know who Winston Churchill was and why he is an important figure To know and be able to retell the life story of Winston Churchill</li> <li>To know what the main achievements of Winston Churchill were, both as a very capable politician and military leader To understand how speech and oratory can have both positive and negative effects</li> <li>To know that as well as a politician, Winston Churchill was an accomplished painter</li> <li>To know that his views can now be seen as controversial To understand that, when exploring controversial views, we must look at a wide range of sources before drawing conclusions</li> </ul>	<p>Using a podcast, pupils will listen to the story of how America was discovered and re-tell it in their own words. They will then explore in more depth the impact that European discovery and settlement had on Native American tribes. Pupils will be expected to carry out their own research on a chosen tribe, and then produce a short drama piece on daily life.</p> <p><b>Concepts</b></p> <p><b>NC</b> - Pupils should be taught about a non-European society that provides contrasts with British history</p> <ol style="list-style-type: none"> <li>To learn about the discovery of America</li> <li>To know about the Native Americans</li> </ol>
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# History



## Mission Control

Mission Control		
Year 5	Composite	Components



# History



## The Rescuers

		The Rescuers	
		Composite	Components
Year 5	To learn about the sinking of the famous ship, the Titanic	To know that the only way to travel across the Atlantic Ocean in 1912 was by ship To know that these passenger ships were divided into First Class, Second Class and Third Class depending on their position in society To know that a 'maiden voyage' is the first journey of a new ship To know that the Titanic sank on 15 April 1912, four days into her maiden voyage	
	To learn about the communication on the Titanic and how communication methods changed in the last one hundred years	To know that the Titanic sailed before the inventions of radar and satellite communications To know that the ship used wireless telegraph and morse code to communicate To know that morse code uses dots, dashes and spaces to represent letters punctuation and numbers To know that letter writing was the most common way for people to keep in contact and that we can find out a lot about people and events from old letters To know that sailing vessels still use signal flags to communicate with other ships or boats	
	To learn about the chronology of the relevant events leading up to the sinking of the Titanic	To know that the Titanic was built by a company called the White Star Line and it was thought to be unsinkable To know that it was the biggest and most luxurious passenger ship of its time To know that the Titanic was built in Belfast and took three years to build To know that the Titanic set sail from Southampton 10 <sup>th</sup> April 1912 and picked up more passengers at Cherbourg and Queenstown To know that there were 2200 people on board To know that the Titanic hit an iceberg just before midnight on Day 5. To know that the ship sank two hours and forty minutes later Know that over 1500 people died and there were not enough lifeboats To know that 705 survivors were rescued by the SS Carpathia	
	To draw conclusions about what led to the sinking of the Titanic	To know that people had to keep a 'look out' in the dark and had no technology to help them To know that there was no alarm system To know that the Titanic let off white flares and not red which meant danger	
	To understand the role played by Molly Brown in the rescue effort	To know that Molly Brown was a first class passenger on the Titanic To know that Molly Brown unselfishly tried to help other passengers onto the lifeboats before herself	
	To understand the role played by Harold Bride in the rescue effort	To know that Harold Bride was the junior wireless officer on the Titanic alongside Jack Phillips To know that he desperately tried to communicate to other ships that the Titanic was sinking To know that because of their messages to other ship 705 people were rescued	



## You're Not Invited

You're Not Invited		
Composite	Components	
Year 5	<p><b>Pupils should be taught about the Roman Empire and its impact on Britain (NC)</b></p> <p>To learn the meaning of the word 'invasion' and understand the possible reasons for and consequences of an invasion</p> <p>To know the location of Italy and the Roman Empire</p> <p>To understand why the Roman Army was so successful in their invasions</p> <p>To learn about some of the famous battles that took place during the Roman era</p> <p>To understand the positive impact of the Roman invasions on the inhabitants of those countries invaded</p>	<p>To know that the word 'empire' means a group of lands or regions ruled by one single ruler called an emperor</p> <p>To know that the Roman Empire was an ancient civilization that ruled most of Europe from 27BCE to 476AD</p> <p>To know that Britain is made up of England, Scotland, Wales and Northern Ireland</p> <p>To know that 'invasion' means a military attack on another country</p> <p>To know that invasions have happened for thousands of years</p> <p>To know that countries have invaded each other for many different reasons, including wanting more land or to kidnap the people</p> <p>To know that invasions have a huge impact on the countries affected i.e. fear, hunger, homelessness, grief, loss, poverty, sickness</p> <p>To know that invasions leave a lasting impact on societies</p> <p>To know that the Roman Empire was centred on the city of Rome in Italy but that it covered most of Europe and North Africa</p> <p>To know that the Roman Empire ruled over many countries, including Britain, for about 1000 years</p> <p>To know that the Roman Army was the largest fighting force in the ancient world</p> <p>To know that the Roman Army was very organised and its soldiers were very well trained</p> <p>To know that a Centurion was a roman soldier who commanded 100 men</p> <p>To know that the Romans took slaves and made them serve in the army</p> <p>To know that in AD43 that Emperor Claudius invaded Britain and established the new Roman province of Britannia</p> <p>To know that the Romans fought as one unit but the Celts (who were living in Britain at the time) were made up of lots of different tribes with different chiefs</p> <p>To know that the Punic Wars were a series of conflicts between Ancient Rome and the empire of Carthage (now Tunisia in Northern Africa)</p> <p>To know the Punic Wars took place between 264 BCE and 241BCE and Carthage was eventually destroyed by the Romans</p> <p>To know that in 52BCE the Romans, under the command of Julius Caesar, invaded Gaul (modern-day France) and defeated the Celtic tribes</p> <p>To know that these battles took place all over the empire, but the most famous battle in Britain was with Boudicca in AD 60</p> <p>To know that Boudicca was the queen of the Iceni tribe who lived in the East of England</p> <p>To know that Boudicca was defeated, and it is thought that she committed suicide rather than be caught</p> <p>To know that the Romans left a positive legacy behind including roads, language, architecture engineering, religion and a style of government</p> <p>To know that many English words started as Roman words</p> <p>To know that many European languages contain Latin words and that this is a legacy of the Roman Empire</p>



# History



		British Bulldog	
		Composite	Components
Year 5	To know who Winston Churchill was and why he is an important figure	To know that a Prime Minister is the leader of the Government in the UK To know that Winston Churchill was a British Prime Minister in World War 2 and is still the most famous Prime Minister To know that he was known as being an inspirational leader	To know that a Prime Minister is the leader of the Government in the UK To know that Winston Churchill was a British Prime Minister in World War 2 and is still the most famous Prime Minister To know that he was known as being an inspirational leader
	To know and be able to tell the story of Winston Churchill	To know that Winston Churchill was born into an important family and was born in Blenheim Palace To know that he was in the British Army and that he fought in World War 1 and became a decorated soldier To know that he became Prime Minister in 1940 at the beginning of World War 2 To know that Winston Churchill was Elizabeth II first Prime Minister	To know that Winston Churchill was born into an important family and was born in Blenheim Palace To know that he was in the British Army and that he fought in World War 1 and became a decorated soldier To know that he became Prime Minister in 1940 at the beginning of World War 2 To know that Winston Churchill was Elizabeth II first Prime Minister
	To know what the main achievements of Winston Churchill were, both as a very capable politician and military leader	To know that Britain faced great hardship in World War 2 To know that his inspirational speeches inspired the British people to be brave despite all their fear and hardships To know that he was very successful as a decision maker in wartime To know that he was a very good negotiator and encouraged the USA and Russia to become Britain's allies	To know that Britain faced great hardship in World War 2 To know that his inspirational speeches inspired the British people to be brave despite all their fear and hardships To know that he was very successful as a decision maker in wartime To know that he was a very good negotiator and encouraged the USA and Russia to become Britain's allies
	To understand how speech and oratory can have both positive and negative effects	To know that the way Winston Churchill spoke to the people had a positive impact on Britain's war effort To know that he spoke clearly and with passion	To know that the way Winston Churchill spoke to the people had a positive impact on Britain's war effort To know that he spoke clearly and with passion
	To know that as well as a politician, Winston Churchill was an accomplished painter	To know that he was also a writer and a talented painter	To know that he was also a writer and a talented painter
	To know that his views can now be seen as controversial	To know that Winston Churchill's views were expressed in a society very different from today and that some of his views are now seen as unacceptable	To know that Winston Churchill's views were expressed in a society very different from today and that some of his views are now seen as unacceptable
	To understand that, when exploring controversial views, we must look at a wide range of sources before drawing conclusions	To know that there are many primary and secondary sources to help us draw conclusions To know that Primary sources are original records and first hand witness accounts To know that Secondary sources are documents texts images and object about an event created by a person who has used the primary sources	To know that there are many primary and secondary sources to help us draw conclusions To know that Primary sources are original records and first hand witness accounts To know that Secondary sources are documents texts images and object about an event created by a person who has used the primary sources



# History



## Come Fly with Me! America

		Composite	Components
Year 5		<b>Pupils should be taught about a non-European society that provides contrasts with British history (NC)</b>	
		To learn about the discovery of America	<p>To know that Viking remains from 1021 have been discovered in America, providing evidence that early Europeans travelled around the world to gain land and riches</p> <p>To know that an explorer called Christopher Columbus, in 1492, made European countries aware of America and the rich resources that could be found</p> <p>To know that many European countries established colonies in America including Britain, France, Spain and the Netherlands</p>
		To know about the Native Americans	<p>To know that there were many tribes, with their own languages and cultures, already living in America before the European explorers arrived</p> <p>To know that these tribes moved around the country, according to the seasons to find food and shelter, unlike Europeans who mostly lived in villages, towns and cities</p> <p>To know that the colonists expected the native Americans to change their lifestyles and live like Europeans</p> <p>To know that most native American names are drawn from nature</p> <p>To know that many native Americans died because of diseases brought from Europe, from which they had no immunity to e.g. measles, chickenpox, cholera and yellow fever</p> <p>To know that native Americans tried to resist the new settlers and that there were many famous battles</p> <p>To know that native Americans were not treated as equals by Europeans and that this has continued into this century</p>





# History



Year 6		A World of Bright Ideas	True Crime?	Time Team	Wars of the World	G W	I Y E	Pharaoh Queen	I Have a Dream
			Competency	NC Essentials			NC Essentials	Competency	
	<b>Composite</b>	<b>Key Knowledge Builder</b>							
Chronology	To make connections between periods of history	To know the chronological order of a range of famous inventions  To know how the inventions fit onto the context of what was happening in the rest of the world	To know about some aspects of life in Lancashire in the early 1600s  To know the order of events leading to the Pendle Witches' arrest	To know some of the differences between your life now and life when the local historical figure you have chosen was alive  To know how the history of the chosen landmark(s) fits in with the life of the historical figure you are studying	To understand that, across history, the primary causes of war have been power, beliefs and greed.  To know that, in many ways, WW2 happened as a direct result of WW1.			To know that the Ancient Egyptian era ran from around 3100 -30 BC / BCE, beginning around the same time as the end of the Stone Age period  To know that the first Roman emperor (Augustus) established himself around the time that the Ancient Egyptian era ended (27 BC / BCE)	To place the eras of apartheid in South Africa and the USA in the historical context of oppression of other minority groups.  To know that Jewish people have been discriminated against throughout history and give examples from different eras.
Continuity & Change	To explain change and continuity across and within periods of history	To know that and understand why some inventions took many years to work  To know some inventions have been modified over time		To identify some of the ways in which your locality has changed over time  To understand why change is inevitable and what some of the catalysts for change have been in your locality	To identify how and why your school has changed over time, e.g uniform, school building  To know some of the differences between how WW1 and WW2 were fought.			To know the importance of the River Nile for Ancient Egyptians, and that fifty million Egyptians still live in the area around the Nile  To know how the Aswan Dam and Suez Canal influenced the flooding of the River Nile	To know and understand the reasons for apartheid  To understand the meaning of discrimination and give examples from history.
Cause & Consequence	To analyse and explain the results of historical events, situations and changes.	To understand how time and place were drivers for invention  To know how some inventions changed what was happening.	To know and understand the role Jennet Device played in convicting the witches  To know that persecution based on religion and beliefs still occurs today	To know some of the key events and how they have effected changes over time in your local area  To explain how national history has impacted your local area, and some of the changes to the locality that have occurred as a result of this	To know some of the causes of WW1 e.g alliances, imperialism and nationalism  To know some of the consequences of WW2, including civilian casualties, evacuation, refugees, founding of the UN			To know some of Hatshepsut's main achievements and how circumstances led to her becoming pharaoh  To know and explain some of the ways in which Hatshepsut had to reinvent herself to hold on to her position of power	To know about Nelson Mandela's role within the anti-apartheid movement in South Africa.  To understand the impact Martin Luther King had on society.
Historical Vocabulary	To interpret historical language in the context of concepts and questions linked to periods of history	To know and understand the terms 'discovery' and 'invention'  To understand and use the terms 'causation' and 'significance' in relation to the impact of inventions	To know what evidence is and analyse initial evidence for the Pendle Witch trials  To analyse further evidence in the form of confessions	To understand the meaning of 'regeneration' and explore how that may have played a part in local changes  To understand the meaning of, and give a locally based example of, an historical anachronism	To know and understand the term 'civil war'.  To understand the terms 'causation', 'injustice' and 'solidarity' in relation to war.			To know what hieroglyphs are and their importance in informing us about life in Ancient Egypt  To understand why historians knew little of Hatshepsut's existence until 1822	To understand the terms 'primary sources', 'secondary sources', 'anti-Semitism' and 'apartheid'.  To know why some of the terms which people have used in the past to describe others are now considered racist.
Perspectives & Interpretations	To explain how and why different historical viewpoints and interpretations have been constructed	To know that there can be a dispute over which individual or group of people invented something e.g calculus  To know that some inventions were created for one purpose, but have been used for another.	To know about the accusations of witchcraft	To understand how sources can be interpreted in different ways to form alternative historical narratives  To know and understand how bias can influence historical viewpoints and interpretations	To know that pacifists were viewed as cowards, but many people campaigned for them to be pardoned.  To understand that there are strongly held and differing opinions about the conflict in Gaza, because of historical events.			To know why Hatshepsut ordered that she be portrayed as a male pharaoh in many contemporary images and sculptures  To know that all evidence of Hatshepsut's rule as pharaoh was destroyed and give possible explanations for this	To know that, although Nelson Mandela is hugely and widely admired, some people have a negative view of him.  To know some of the arguments people put forward to justify their opposition to groups of people e.g Jews.



# History



<p>Similarities &amp; Differences</p>	<p>To analyse the diverse experiences, beliefs and attitudes of people in past societies</p>	<p>To know that some inventors made huge sacrifices for their work.</p> <p>To know how some inventions were received by contemporary society.</p>		<p>To identify some similarities between the lives of people in your locality from the past and now</p> <p>To understand some of the advantages and disadvantages of living in your locality now, in comparison to life there in the past</p>	<p>To know that the American Civil war was caused by people's differing views about slavery.</p> <p>To know that the atrocity of the Holocaust was a result of centuries of anti-Semitism.</p>		<p>To know why Hatshepsut hid the fact that she was a woman</p> <p>To explain what some of the problems might be when using Archaeological discoveries to find out more about the Ancient Egyptians</p>	<p>To know what the Jim Crow Laws were and how they affected black people.</p> <p>To know why people have discriminated against others throughout history.</p>
		<p>By using their understanding of chronology, pupils will build a timeline around either the development of transportation or technology. They will be required to compile a set of questions around their chosen subject to guide their research. They will then need to analyse and pare down their findings to build a clear, succinct timeline.</p> <p><b>Concepts</b>  <b>NC</b> - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>A. To learn about important inventions from the past</p>		<p>This is a multi-disciplinary study of the local area. The geographical aspect includes a disciplinary focus on processes and changes, linking with a historical disciplinary focus on continuity and change, helping pupils understand how the events of history shape a locality. They also further develop their mapping skills as part of this project.</p> <p><b>Concepts</b>  <b>NC</b> - Pupils should be taught a local history study</p> <p>A. To identify and research a famous historical figure who lived in your local area</p> <p>C. To learn about the five key landmarks, using a variety of sources and asking relevant questions, discovering how they have changed over time</p> <p>D. To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has changed over time</p> <p>E. To know how to apply their knowledge when giving a guided tour of the local area</p>	<p>This unit studies war in a much wider context. Pupils will explore the causes of war, including analysing the reasons for the conflict in Gaza. Pupils will develop their research skills by finding out more about either WWI or WWII and presenting their findings to their peers, with opportunity to question each other's findings. They will learn the term 'civil war', recognising that conflict does not just occur between two or more countries. As well as the causes, pupils will discuss the consequences of war and the concept of pacifism in preventing conflict and resolving problems in other ways. Pupils will also recognise that war is not just a historic concept but that there are conflicts still occurring across the globe today.</p> <p><b>Concepts</b>  <b>NC</b> - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Legacy</p> <p>A. To know and understand why wars occur</p> <p>B. To learn about the two world wars and understand their impact</p> <p>C. To understand what a civil war is and have some knowledge of famous civil wars</p> <p>D. To know where current wars are taking</p> <p>To learn about pacifism and the concept of peace</p>		<p>Initially, pupils will engage some of their geographical map reading skills by locating Egypt on a globe / atlas and discussing its location on the north coast of Africa, in relation to the Equator and Tropics of Cancer and Capricorn. Pupils will then compare a map of modern-day Egypt with that of Ancient Egypt. Pupils will turn their focus to some of the important people and places in Ancient Egypt, particularly focusing on Queen Hatshepsut. They will analyse evidence to find reasons why she became queen when women could not traditionally rule, why the people of Egypt were loyal to her and then, strangely, why almost all evidence of her existence as pharaoh were destroyed. Pupils will write a written account of her life, using all the evidence gathered and conclusions drawn.</p> <p><b>Concepts</b>  <b>NC</b> - Pupils should be taught about an Early Civilization e.g. Egypt</p> <ul style="list-style-type: none"> <li>• To know the location of Egypt</li> <li>• To know about the significant Ancient Egyptian places and individuals</li> <li>• To know about Ancient Egyptian beliefs and practices</li> <li>• To understand how evidence is used to make historical claims</li> <li>• To understand the importance of the River Nile in Ancient Egyptian times</li> </ul> <p>To learn about the third female pharaoh, Hatshepsut</p>	<p>Throughout the pathways, pupils have been made aware of the injustice and segregation imposed on black communities across the globe and throughout history. This unit allows pupils to look in more depth at key discriminatory events in global history. Pupils will analyse the similarities and differences between life under the Jim Crow Laws in the USA and Apartheid in South Africa. They will also learn about the work of Martin Luther King and Nelson Mandela, drawing parallels and discussing the changes made to improve rights for black people in the two countries. Finally, pupils will question and research other forms of discrimination including those that are occurring in the present day.</p> <p><b>Concepts</b>  <b>NC</b> - Pupils should be taught about a non-European society that provides contrasts with British history</p> <p>A. To learn the definition of apartheid</p> <p>B. To know about the Jim Crow Laws and how they affected black people</p> <p>C. To learn about Martin Luther King and the impact he had on society</p> <p>D. To become familiar with Nelson Mandela's role in the anti-apartheid movement in South Africa</p> <p>E. To know about and understand other forms of discrimination e.g. anti-Semitism</p>



# History



## A World of Bright Ideas

		A World of Bright Ideas	
		Composite	Components
Year 6	<b>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (NC)</b>		To know that there have been more inventions in the 20 <sup>th</sup> century than at any other time in history
	To learn about important inventions from the past		To know that an invention is something new that is created or designed To know that stone tools were humans' first inventions more than 3 million years ago To know that there have been more inventions in the last 100 years than at any other time in history To know that smartphones are a very new invention, only 15 years old To know that some inventions take a long time to develop and that inventors need a lot of perseverance

## True Crime?

		True Crime?	
		Composite	Components
Year 6			

## Time Team

		Time Team	
		Composite	Components
Year 6	<b>Pupils should be taught a local history study (NC)</b>		
	To identify and research a famous historical figure who lived in your local area		To know that the area around the school has changed over time To know that there are people who lived or worked locally who have had an impact on historical events or the area
	To learn about the five key landmarks, using a variety of sources and asking relevant questions, discovering how they have changed over time		To know that a historical landmark is an important recognizable object built by humans e.g statues, bridges To know that a historical source gives us an understanding of people or events in the past e.g. photos, diaries, newspaper reports, paintings, maps



# History



	To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has changed over time	To know that people in the past will have influenced the area that we live in today To know that places change and the reasons why
	To know how to apply their knowledge when giving a guided tour of the local area	To be able to link their local area to historical events in the past, using observations and secondary sources

## Wars of the World

Wars of the World		
	Composite	Components
Year 6	<b>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (NC)</b>	
	To know and understand why wars occur	To know that a war is when countries or other large groups use weapons to fight each other To know that there have been wars between people all over the world for thousands of centuries To know that there the main causes of war are power, beliefs and greed To know that some wars are international, where war is fought between one or more countries To know that some wars are between government and non-government groups
	To learn about the two world wars and understand their impact	To know that the First World War 1914 – 1918 was also called the Great War To know that World War I was fought mainly in Europe To know that up to twenty million people were killed in WWI and twenty-one million wounded To know that after the war there was a lot of poverty in Europe which led to unrest To know that World War II took place from 1939 – 1945 To know that World War II was fought in virtually every part of the world To know that an estimated fifty to fifty-six million people were killed To know that many people died, not because they were fighting, but because of disease and famine caused by the wars To know that many people escaped to other countries during the war, creating much more diverse societies The United Nations was formed just after the war, in 1945, to maintain international peace and security To know that refugees are people who have been forced to leave their country to escape war, persecution or natural disasters
	To understand what a civil war is and have some knowledge of famous civil wars	To know that a 'civil war' is a war between the people within one country To know that the English Civil War took place in 1642-1651 between the supporters of the monarchy (royal family) and those who wanted to abolish it



# History



	To know that the American Civil War took place from 1861 – 1865 mainly between the north who wanted to abolish slavery and the south who wanted to keep it
To know where current wars are taking place in the world	<p>To know that a quarter of the world's population lives in areas affected by conflict</p> <p>To know that some of the worst affected places because of war currently are Ukraine, Ethiopia, South Sudan, Syria, Yemen and Afghanistan</p> <p>To know that these wars mean millions of people are starving, homeless and live in fear</p> <p>To know that at the beginning of the Ukraine war over five million people became refugees</p> <p>To know that the civil war in Syria has caused nearly seven million of its people to become refugees</p>
To learn about pacifism and the concept of peace	<p>To know that the United Nations is a group of independent countries that continue to work together to try to prevent and end wars</p> <p>To know that peace means a time without any fights or wars</p> <p>To know that a person who does not think that war or violence is a good way to stop a conflict is called a pacifist</p> <p>To know that pacifism is the belief that all wars and violence are unjustifiable, and all disputes should be settled by peaceful means</p>

## Pharaoh Queen

	Composite	Components
Year 6	<b>Pupils should be taught about the achievements of the earliest civilisations – Ancient Egypt (NC)</b>	To know that the Ancient Egyptian era ran from 3100BCE to 30BCE
	To know the location of Egypt	<p>To know that Egypt is in North East Africa and that because of its location rainfall is almost non-existent</p> <p>To know that the Sinai Peninsula in eastern Egypt is in Asia</p> <p>To know that Egypt is bordered by Libya to the west, Sudan to the South and Israel to the North East</p> <p>To know that the Mediterranean Sea is to the North and the Gulf of Suez and the Red Sea are on the east</p>
	To know about the significant Ancient Egyptian places and individuals	<p>To know that the Ancient Egyptians built magnificent buildings that are huge tourist attractions even today</p> <p>To know that the Sphinx is a limestone statue of a mythical creature with the head of a man and the body of a lion</p> <p>To know that the Pyramids of Giza are built on the outskirts of the capital city of Cairo</p> <p>To know that the River Nile was essential to life in Ancient Egypt</p> <p>To know that the Temple of Hatshepsut is in the city of Luxor on the east bank of the River Nile</p> <p>To know that Hatshepsut was one of Ancient Egypt's few female pharaohs</p> <p>To know that Hatshepsut ruled between 1473BCE and 1458BCE</p> <p>To know that Tutankhamun was a young pharaoh who ruled from 1334BCE for ten years</p>
	To know about Ancient Egyptian beliefs and practices	<p>To know that the Ancient Egyptians believed in gods and goddesses that controlled humans', nature and the supernatural world</p> <p>To know that the Ancient Egyptians were ruled by pharaohs who were believed to be half man and half god</p> <p>To know that Ancient Egyptians believed that people went to the afterlife after they died</p>



# History



		<p>To know that they were buried with everything they will need for their journey to the after life</p> <p>To know that the Ancient Egyptians built huge monuments to bury their pharaohs e.g. pyramids</p>
	To understand how evidence is used to make historical claims	<p>To know that archaeology is the study of people and artifacts from ancient times</p> <p>To know that archaeologists have excavated the remains of monuments, towns and cities to find evidence of how the Ancient Egyptians lived</p> <p>To know that hieroglyphs were a type of writing that used pictures and symbols</p> <p>To know that hieroglyphs and artwork are used as evidence to understand how the Ancient Egyptians lived</p>
	To understand the importance of the River Nile in Ancient Egyptian times	<p>To know that the River Nile runs through Egypt and flows northwards to the Mediterranean Sea</p> <p>To know that most Ancient Egyptians lived near the River Nile because it provided water, food and transportation</p> <p>To know that the River Nile flooded each year bringing excellent soil for growing food</p> <p>To know that without the River Nile, Egypt would be all desert</p>
	To learn about the third female pharaoh, Hatshepsut	<p>To know that most pharaohs were male</p> <p>To know that a regent is someone who looks after a state while the ruler is still a child or is ill</p> <p>To know that pharaohs could be identified by their distinctive clothes and crowns</p> <p>To know that Hatshepsut was only supposed to rule until her son became old enough to become pharaoh, but she ruled for more than twenty years</p> <p>To know that Hatshepsut tried to hide the fact that she was a woman by the way she dressed</p> <p>To know that many images of her in the temples were destroyed after she died</p>

I Have a Dream...		
	Composite	Components
Year 6	<b>Pupils should be taught about a non-European society that provides contrasts with British history (NC)</b>	<p>To know that many European countries captured local people when they set up their colonies and made them slaves</p> <p>To know that these countries took slaves to their colonies around the world</p> <p>To know that a high number of slaves were taken from Africa</p> <p>To know that prejudice means to show hatred or unfair treatment of a person or group without cause or reason</p> <p>To know that Britain was one of these countries and that racism was not illegal in Britain until 1965</p>
	To learn the definition of apartheid	<p>To know that in the past there were Dutch settlers in South Africa called Afrikaners</p> <p>To know that in the Afrikaans language the word 'apartheid' means apartness</p> <p>To know that apartheid split society into four groups :- white, Bantu(black), Coloured (of mixed descent) and Asian</p> <p>To know that South Africa kept white people and non-whites separate in all areas of life</p> <p>To know that Britain and the United States disapproved of this and, in 1985, restricted trade with South Africa</p>
	To know about the Jim Crow Laws and how they affected black people	<p>Jim Crow was named after a theatre character performed by white people who blackened their faces</p> <p>To know the Jim Crow Laws were an official effort to keep African Americans separate from white people in the Southern states</p> <p>To know the Jim Crow laws existed for about 100 years until 1968</p>



# History



	<p>To know the Jim Crow laws meant African Americans could not vote, live in the same areas, go to the same schools, travel on the same buses or trains, use the same hospitals or share the same leisure facilities as white people</p>
<p>To learn about Martin Luther King and the impact he had on society</p>	<p>To know that Martin Luther King was an African American who grew up experiencing the segregation of the Jim Crow Laws</p> <p>To know that, during the 1950s and 1960s, people began protesting against discrimination and this became known as the Civil Rights Movement</p> <p>To know that Martin Luther King led his first protest in 1955 in Alabama against segregated seating on buses</p> <p>To know that Martin Luther King was a great believer in peaceful protests, inspired by Mahatma Gandhi</p> <p>To know that his famous speech 'I have a Dream' was given to over 2500 00 people in 1963</p> <p>To know that in 1964 the Civil Rights Act was passed, outlawing segregation and discrimination in the USA</p> <p>To know that Martin Luther King was assassinated in 1968</p> <p>To know that Martin Luther King's peaceful approach and inspirational speeches encouraged many people around the world to support the Civil Rights Movement</p>
<p>To become familiar with Nelson Mandela's role in the anti-apartheid movement in South Africa</p>	<p>To know that Nelson Mandela was a black man who grew up experiencing apartheid in South Africa</p> <p>To know that he became the leader of the African National Congress, a group that argued all people should have equal rights</p> <p>To know that he was sent to jail in 1963 for organising bomb attacks on buildings and to some people this made him a terrorist</p> <p>To know that he never planned attacks to hurt people</p> <p>To know that he spent twenty-three years in prison and was released in 1990</p> <p>To know that when he left prison, he negotiated a democracy for South Africa</p> <p>To know that he was elected as South Africa's first black leader in 1994 aged 77</p>
<p>To know about and understand other forms of discrimination e.g. anti-Semitism</p>	<p>To know that Jewish people have been discriminated against and persecuted for centuries around the world, including Britain, and this is called antisemitism</p> <p>To know that World War II took place from 1939 – 1945</p> <p>To know that Jewish people were persecuted by the German Government in World War II and millions were sent to concentration camps, where many were killed</p> <p>To know hate crime is when someone breaks the law by hurting another person because of prejudice against the group that the victim belongs to e.g. race, religious beliefs, gender identity, sexual orientation or political ability</p> <p>To know that hate crimes can be bullying, name-calling, damage to property, violent attacks, hate mail, hate email, social media posts</p> <p>To know there is an organization called Amnesty International that continues to campaign around the world for all humans to be treated equally</p>









# History

