



Holy Family Catholic Primary School

# History Curriculum 2023-2024

## What do we want for our pupils?

### **Intent**

History is all around us. Our History Curriculum ignites children's interest about the past in Britain and the wider world and is designed to build on children's prior learning, introduce new experiences and enable children to make connections between their skills, knowledge and concepts and work independently and collaborating with others. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant events and people. What children will learn through history can influence their decisions about personal choices, attitudes and values and enable them to enhance their cultural capital and know about life beyond Stainforth. At Holy Family, our intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding.

### **Implementation**

We teach the National Curriculum 2014 and Understanding the World, Past and Present, in the Early Years. History at Holy Family is delivered using the 'ARK Mastery Curriculum' once per week. A progression grid is in place to ensure that History is taught in a systematic and progressive way, as well as long term planning. This ensures that skills and knowledge are built on year by year and sequenced suitably to maximise learning for all children. It is important that the children develop progressive skills of a historian throughout their time at Holy Family and do not just learn a series of facts about the past.

In History, children at Holy Family, find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; a skill that will help them in their adult life.

## What is our goal?

### **Impact**

By the time the children at Holy Family leave our school they should have developed:

- A secure knowledge and understanding of people, events and contexts from the historical periods covered.
- The ability to think critically about history and communicate confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, forming and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.

### Assessment

There are many reasons why it is important that learning in history is assessed, including:

- Pupils need opportunities to reflect on their learning
- Teachers need to know that learning has taken place, be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see history education's impact on pupils and whole school outcomes, such as Ofsted judgements on individual's ability to demonstrate historical skills as well as historical knowledge. It is important an equal balance of these branches of history are taken into account when assessing and therefore it is crucial children have the opportunity to learn, develop and consolidate both these areas.

We assess children's work in history by making informal judgements as we observe them during each history lesson. On completion of a piece of work, the teacher live marks the work and verbally comments as necessary. Feedback relates to their attainment against the learning objectives for history. Marking is in line with the whole school marking and feedback policy

Formative assessment opportunities are provided through:

- live marking
- verbal feedback
- analysis of children's work
- questioning
- discussions
- quizzes

### **Summative Assessment**

By using regular formative assessments, teachers are able to determine which objectives have been achieved and which will need revisiting. This information is then reported to parents annually. Teachers make regular assessments of each child's progress and to record these using OTrack.

At the end of the year, the teacher makes an assessment of progress. This also enables the teacher to comment on the pupil's progress as part of the child's annual report to parents. We pass this information on to the next teacher at the end of the year.

### **Monitoring and reviewing**

Monitoring of the standards of children's work and of the quality of teaching in history is the responsibility of the history subject leader. The work of the history subject leader also involves supporting colleagues in the teaching of history, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The history subject leader gives SLT ongoing reports in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The history subject leader has allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. Evidence is provided through:

- Work scrutiny
- Data analysis
- Review of planning
- Learning walks
- Pupil interviews

Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	My Local Area	Toys in Time	Transport and Travel		United Kingdom	Beside the sea
Year 2	Kings and Queens	The Great Fire of London	Planet Earth		Life in Kenya	They Made a Difference
Year 3	Stone Age, Bronze Ages and Iron Age in Britain	UK Settlements and land use	Ancient Egypt		Climate and climate zones	Europe
Year 4	Roman Invasions	Roman Britain	Amazon: Rivers and Rainforest		The USA	Maya Civilisation
Year 5	Anglo- Saxons and Scots	Vikings	Asia: Mountains, volcanoes and Earthquakes		Biomes and vegetation	Baghdad and the Middle East
Year 6	Ancient Greece	Mapping the World	Conflict and Resolution		Global Challenges: climate change	Global Challenges: trade

KS1 pupils should be taught:

- 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 national or globally
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality

<b>Year 1</b>	Autumn 1—My Local Area	Autumn 2—Toys in Time	Spring—Transport and Travel	Summer 1—United Kingdom	Summer 2—Beside the sea
---------------	------------------------	-----------------------	-----------------------------	-------------------------	-------------------------

<b>Toys in Time</b>	<b>Transport and Travel</b>
---------------------	-----------------------------

Pupils will acquire the following **historical knowledge** throughout the unit:

- The past is something that has already happened.
- Some toys from the past are like toys we play with today.
- Toys from the past and modern toys are similar in some ways.
- Toys from the past and modern toys are different in some ways.
- The materials toys are made from have changed over time.
- Toys have become safer and stronger.
- A timeline shows when things happened.
- Some toys have always been popular but have changed over time.

Pupils will acquire the following **historical knowledge** throughout the unit:

- Different types of transport are suitable for different journeys.
- The types of transport we have today were not always available in the past.
- Journeys made in the past were different from today.
- This made people's lives very different.
- Over time, new inventions have made boat journeys faster and safer.
- The first trains were called locomotives. They were powered by steam.
- In 1825, George Stephenson invented the first passenger locomotive.
- Trains could transport people and goods faster and further away.
- Early cars and buses were different from cars and buses today.
- The invention of cars and buses made journeys easier.
- Cars and buses have changed over time.
- The first bicycles were not very safe or comfortable.
- Over time, bicycles have become safer, more comfortable, and easier to use.
- Hot air balloons and gliders were the first types of aircraft.
- The Wright brothers invented the first aeroplane with an engine.
- Today, travelling by aeroplane is popular, especially for holidays.

Vocabulary

different · group · similar · describe · labels · past · timeline · modern · present · material · technology · newest · oldest

Vocabulary

advantages · aircraft · boat · brakes · canal · coal · comfortable · diesel · disadvantage · electricity · engine · factory · flight · goods · invent · journey · local · locomotive · modern · motor · passenger · past · pedals · petrol · pilot · present · safe · scientists · ship · solar · space · spacecraft's · spacecrafts · station · steam · traffic · transport · travel · vehicle

KS1 pupils should be taught:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality

Year 2	Autumn 1—Kings and Queens	Autumn 2— The Great Fire of London	Spring—Planet Earth	Summer 1—Life in Kenya	Summer 2—They Made a Difference
Kings and Queens		The Great Fire of London		They Made a Difference	
<p>Pupils will acquire the following <b>historical knowledge</b> throughout the unit.</p> <ul style="list-style-type: none"> <li>• Monarchs are kings and queens.</li> <li>• The UK has been ruled by kings and queens for many years.</li> <li>• The UK has a hereditary monarchy.</li> <li>• William was known as ‘William the Conqueror’ because he took over England.</li> <li>• King John I is remembered as one of the worst kings in English history.</li> <li>• The barons forced King John I to sign Magna Carta.</li> <li>• Queen Elizabeth I beat the Spanish Armada.</li> <li>• She proved that women could be powerful monarchs.</li> <li>• Parliament and the Roundheads beat King Charles I and the Cavaliers in the English Civil War.</li> <li>• Parliament asked a man called Oliver Cromwell to rule.</li> <li>• The monarchy restarted when Charles II was asked to become king in 1660.</li> <li>• King Charles III is the monarch today.</li> <li>• Today, we have a constitutional monarchy.</li> </ul>		<p>Pupils will acquire the following <b>historical knowledge</b> throughout the unit.</p> <ul style="list-style-type: none"> <li>• Most buildings were made from wood and the streets were very narrow.</li> <li>• There was no electricity, no phones or computers, and no internet.</li> <li>• London did not have a fire brigade.</li> <li>• The fire started on Sunday 2 September 1666 at a bakery in Pudding Lane.</li> <li>• Strong winds kept the fire spreading and it was difficult to put it out.</li> <li>• The fire was put out on Thursday 6 September 1666.</li> <li>• Samuel Pepys and John Evelyn wrote about the Great Fire of London in their diaries.</li> <li>• The diaries tell us what life was like in London in the 1660s.</li> <li>• There are lots of reasons why the fire spread: houses were close together and they were mostly made from wood, there had been a dry summer, the wind spread the flame and there was no fire brigades.</li> <li>• Most buildings in the centre of London were destroyed by the fire.</li> <li>• Many Londoners lost their homes.</li> <li>• We do not know how many people died in the fire.</li> <li>• After the fire, London was rebuilt with improvements.</li> <li>• Sir Christopher Wren designed the new St Paul’s Cathedral and the Monument.</li> </ul>		<p>Pupils will acquire the following <b>historical knowledge</b> throughout the unit.</p> <ul style="list-style-type: none"> <li>• Everyone has someone who is significant to them.</li> <li>• Some people are significant to many people.</li> <li>• People are significant in different ways.</li> <li>• Marcus Rashford is significant because he is a footballer and campaigns to end child poverty in the UK.</li> <li>• The aim of the Universal Declaration of Human Rights (UDHR) was to make sure that everyone is treated fairly.</li> <li>• Two examples are that the law must treat us all fairly and that we all have a right to education.</li> <li>• Apartheid treated Black people in South Africa unfairly.</li> <li>• Nelson Mandela fought racism and Apartheid.</li> <li>• He became the first Black President of South Africa.</li> <li>• In 1950s America, segregation treated Black people unfairly.</li> <li>• Rosa Parks and Dr Martin Luther King Jr campaigned to end segregation.</li> <li>• Malala Yousafzai campaigns for girls’ education.</li> <li>• In 2012, she was shot by the Taliban for speaking up against inequality.</li> <li>• Malala started a charity called the Malala Fund to help girls have equal opportunities.</li> <li>• People can make a difference in many different ways.</li> <li>• The people studied in this unit used similar and different methods to try to bring about change.</li> </ul>	
<p><u>Vocabulary</u></p> <p>· army · baron · battle · civil war · conquer · constitutional monarchy · coronation · defeated · government · hereditary monarchy · invade · Magna Carta · monarch · parliament · portrait · power · powerful · prime minister · role · rule · supporters · throne</p>		<p><u>Vocabulary</u></p> <p>· cause · compare · damage · diary · disease · drought · electricity · event · eyewitness · homeless · improvement · mayor · monument · portrait · prevent · rebuild · shelter · source · technology</p>		<p><u>Vocabulary</u></p> <p>· apartheid · campaign · civil rights · equality · human rights · important · inequality · leader · opportunity · poverty · president · protest · punished · racism · segregation · significant · Taliban · target · Universal Declaration of Human Rights</p>	

KS2 pupils should be taught:

- changes in Britain from the Stone Age to the Iron Age

This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae, Bronze Age religion, technology and travel, for example, Stonehenge, Iron Age hill forts: tribal kingdoms, farming, art and culture

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world

<b>Year 3</b>	Autumn 1—Stone Age, Bronze Age and Iron Age Kingdom	Autumn 2—UK settlements and land use	Spring—Ancient Egypt	Summer 1—Climate Zones and Climate Zones	Summer 2—Europe
---------------	---	--------------------------------------	----------------------	--	-----------------

<b>Stone Age, Bronze Age and Iron Age Britain</b>	<b>Ancient Egypt</b>
---	----------------------

Pupils will acquire the following **historical knowledge** throughout the unit.

- Prehistory is the time before written records.
- Prehistory is divided into the Stone, Bronze, and Iron Ages.
- An artefact is an object made by a person.
- Archaeologists are historians who use artefacts and remains to learn about people from the past.
- The Stone Age is divided into three periods: Palaeolithic, Mesolithic, and Neolithic.
- Before the Neolithic period, people were hunter-gatherers who moved around.
- In the Neolithic period, people started to farm, build permanent homes, and make pottery.
- The Bronze Age followed the Stone Age and began over 4,000 years ago.
- In the Bronze Age, people learned how to make new objects from bronze and other metals.
- Some people became wealthy for the first time.
- There was conflict between groups of people because of wealth.
- The Iron Age followed the Bronze Age and began around 750BCE.
- People started to use iron rather than bronze to make tools and weapons.

Vocabulary

· agriculture archaeology · archaeologist · artefact · barrow · BCE · bronze · CE · communities · conflict · defend · druid · festival · goods · hillfort · hunter-gatherers · iron · Mesolithic · monument · Neolithic · Palaeolithic · prehistory · ritual · sacred · settlement · Stonehenge · theories · trade

Pupils will acquire the following **historical knowledge** throughout the unit:

- Ancient Egypt was a civilisation in north-east Africa.
- Ancient Egypt began about 5,000 years ago and existed for around 3,000 years.
- Pharaohs ruled over the people, like royalty.
- Ancient Egyptian society was structured like a pyramid.
- Life was different for people at different levels.
- The pharaoh was at the top and enslaved people were at the bottom.
- The Ancient Egyptian system of writing was called hieroglyphics.
- Hieroglyphics used pictures to show sounds and meaning.
- Ancient Egyptians wrote on papyrus.
- Pharaohs built temples and statues for the gods.
- The Ancient Egyptian civilisation left behind an important legacy.
- There were important Ancient Egyptian discoveries to do with maths, medicine,

Vocabulary

· afterlife · Anubis · archaeologist · artefact · bastet · calendar · civilisation · dynasty · Egyptology · enslaved people · farmers · flail · flood · hierarchy · hieroglyphics · irrigation · Isis · legacy · monument · mummification · Osiris · papyrus · pharaoh · preserve · priests · pyramid · Ra · sarcophagus · society · temple · Thoth · tomb · trade · Valley of the Kings

KS2 pupils should be taught:

- the Roman Empire and its impact on Britain

This could include: Julius Caesar’s attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian’s Wall, British resistance, for example, Boudica, ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- a non-European society that provides contrasts with British history: Mayan civilization c. AD 900

Year 4	Autumn 1—Roman Invasions	Autumn 2— Roman Britain	Spring—Amazon: Rivers and Rainforests	Summer 1—The USA	Summer 2—Maya Civilisation
Roman Invasions		Roman Britain		Maya Civilisation	
<p>Pupils will acquire the following <b>historical knowledge</b> throughout the unit.</p> <ul style="list-style-type: none"> <li>The Romans came from Rome, Italy.</li> <li>The Romans controlled much of the area around the Mediterranean Sea by 58BCE.</li> <li>The Romans controlled parts of what we now call Europe, Africa and Asia.</li> <li>Julius Caesar was a Roman general. He led two invasions of Britain in 55 and 54BCE.</li> <li>The Roman Empire began in 27BCE when Augustus became Emperor.</li> <li>The strength of the army was key to the success of the spread of the Roman Empire.</li> <li>The army was strict, well organised, and the largest military force of its time.</li> <li>The army was divided into units.</li> <li>There were both positive and negative factors linked to joining the Roman army.</li> <li>To defend land they had taken, the Romans built forts. Forts all followed the same plan.</li> <li>Between 192CE and 273CE there were many problems in Rome.</li> <li>Roman troops were called away from Britain to deal with rebellions across the empire.</li> <li>In 410CE, Emperor Honorius ended Roman rule in Britain.</li> </ul>		<p>Pupils will acquire the following <b>historical knowledge</b> throughout the unit.</p> <ul style="list-style-type: none"> <li>The Romans controlled much of Britain for almost 400 years, when Britain was one small part of the Roman Empire.</li> <li>People from across the Roman Empire moved quite freely between the different lands.</li> <li>The Romans built towns across Britain.</li> <li>The towns would all follow the same plan, with the same key buildings and roads.</li> <li>Romans introduced bathhouses to Britain—they were an important part of Roman life.</li> <li>The Romans developed a trade system across the empire, so they could import and export the goods they needed.</li> <li>The Romans also traded enslaved people across their empire.</li> <li>The Romans introduced a currency and different coins to make trade easier across the empire.</li> <li>The Romans had their own gods.</li> <li>Britons were able to worship their own gods as long as they also respected the Roman ones.</li> <li>The Romans introduced an alphabet and writing.</li> <li>Many of our words today have Roman origins.</li> <li>The Romans introduced the calendar to Britain.</li> <li>The Romans introduced a number system.</li> </ul>		<p>Pupils will acquire the following <b>historical knowledge</b> throughout the unit.</p> <ul style="list-style-type: none"> <li>The Ancient Maya civilisation covered thousands of years and can be separated into different periods.</li> <li>The Ancient Maya lands were in an area known as Mesoamerica or Central America.</li> <li>The Ancient Maya lived in separate city-states.</li> <li>Ancient Maya society was structured with a ruler at the top and enslaved people at the bottom.</li> <li>Ancient Maya cities had important buildings such as pyramids and temples.</li> <li>Religion was an important part of daily life for the Ancient Maya, who had many gods.</li> <li>Temples were built in honour of the gods.</li> <li>The people also worshipped the ruler and their ancestors.</li> <li>The Ancient Maya had their own creation story.</li> <li>The Ancient Maya relied on farming, foraging, and hunting.</li> <li>The people developed ways of making farming, hunting, and fishing easier.</li> <li>The Ancient Maya city-states traded with each other and with other countries to gain food and goods.</li> <li>The Ancient Maya had their own written language.</li> <li>The Ancient Maya wrote using pictures we call glyphs.</li> <li>The Ancient Maya had their own number system: a base-20 system with a symbol for zero.</li> <li>The Ancient Maya had three different calendars.</li> <li>The Ancient Maya declined over time.</li> <li>In around 900CE, many cities were abandoned—there are different theories about why this happened.</li> </ul>	
<p><u>Vocabulary</u></p> <p>· alliance · army · barbaric · barracks · Britannia · Caledonia · centurion · century · citizen · decline · defence · emperor · empire · expand · fort · Gallia · general · Honorius · Iceni · invade · legion · legionary · province · rebellions · Roman</p>		<p><u>Vocabulary</u></p> <p>· ancestry · aqueduct · archaeological site · archaeologist · bathhouse · belief · burial site · Caerwent · Christianity · currency · DNA · empire · enslaved people · evidence · export · foundations · human remains · import · Julian calendar · Latin · literacy · multicultural · persecuted · Polytheism · province · religion · settlement · sewer · society · source · stylus · trade</p>		<p><u>Vocabulary</u></p> <p>· agriculture · ancestor · cenote · city-state · civilisation · codices · crafts-people · colonisation · currency · dam · decline · drought · enslaved people · farmer · forage · glyph · greed · hierarchy · hunter-gatherer · irrigation · merchant · myth · noble · population · priest · region · religion · sacrifice · settlement · slash-and-burn · warfare · worship</p>	

KS2 pupils should be taught:

- Britain’s settlement by Anglo-Saxons and Scots

This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire → Scots invasions from Ireland to north Britain (now Scotland), Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion – Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This could include: Viking raids and invasion, resistance by Alfred the Great and Athelstan, first king of England, further Viking invasions and Danegeld, Anglo-Saxon laws and justice, Edward the Confessor and his death in 1066

- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900

- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066

Year 5	Autumn 1—Anglo-Saxons and Scots	Autumn 2— Vikings	Spring—Asia: Volcanoes and Earthquakes	Summer 1—Biomes and vegetation	Summer 2—Baghdad and the Middle East
Anglo Saxons and Scots		Vikings		Baghdad and the Middle East	
<p>Pupils will acquire the following <b>historical knowledge</b> throughout the unit.</p> <ul style="list-style-type: none"> <li>• The last Roman soldiers left Britain in about 410CE making it easier for people to invade and attack England.</li> <li>• The Anglo-Saxons came to England for many reasons. Historians believe some Britons asked them to come and fight the Picts and Scots.</li> <li>• Gradually, Anglo-Saxon customs, language, and laws became used throughout England.</li> <li>• The Anglo-Saxon period in England was from around 410CE to 1066.</li> <li>• The main literary sources of information about the Anglo-Saxon period are from Bede and the Anglo-Saxon Chronicle.</li> <li>• Anglo-Saxon England was divided into seven kingdoms.</li> <li>• Each kingdom was ruled by a different king.</li> <li>• Earls ruled large areas of England on behalf of the king.</li> <li>• Anglo-Saxons had a system of laws and compensation known as ‘wergild’.</li> <li>• Alfred the Great became king in 870CE. He defeated the Danes and ruled half of England under the Kingdom of Wessex.</li> <li>• Alfred created a set of laws to promote justice and order.</li> </ul>		<p>Pupils will acquire the following <b>historical knowledge</b> throughout the unit.</p> <ul style="list-style-type: none"> <li>• The Viking age in European history was from about 790CE to 1066.</li> <li>• Many Vikings left their homes in Scandinavia and sailed to other parts of Europe.</li> <li>• The first places the Vikings raided in England were religious buildings, such as priories and monasteries.</li> <li>• Vikings fought mainly with a sword or axe, a wooden shield, and a helmet made of iron or leather.</li> <li>• By 874CE the Vikings had conquered all the English kingdoms except Wessex.</li> <li>• King Alfred’s victory at the Battle of Edington forced Guthrum to withdraw from Wessex and agree to the division of England.</li> <li>• Edward’s son, Aethelstan, became the first king of the whole of England. King Ethelred tried to prevent these attacks using the Danegeld.</li> <li>• Danish King, Sweyn Forkbeard attacked England in retaliation for the St Brice’s Day Massacre and won.</li> <li>• In 1042, Edward the Confessor became king after 25 years of Danish rule.</li> </ul>		<p>Pupils will acquire the following <b>historical knowledge</b> throughout the unit.</p> <ul style="list-style-type: none"> <li>• Around 1,400 years ago, a prophet called Muhammad gathered a group of faithful followers.</li> <li>• The followers helped Muhammad spread the religion of Islam throughout Arabia.</li> <li>• Baghdad became the centre of the Islamic world.</li> <li>• In 762CE, Al-Mansur chose to build the Round City near the River Tigris. It took four years to build.</li> <li>• The ‘Golden Age of Islam’ was from the 8<sup>th</sup> to the 10<sup>th</sup> century.</li> <li>• One reason this period is described as the ‘Golden Age of Islam’ is because developments in trade brought huge wealth to the city.</li> <li>• Products that were invented or made by people from Baghdad were highly valued by people across the world.</li> <li>• There were huge advances in science, mathematics, and medicine led by many people in Baghdad.</li> <li>• By 900CE, around 20,000 Vikings and Anglo-Saxons lived in London.</li> <li>• By 900CE, Baghdad had become the largest city in the world.</li> <li>• Despite many differences in the cities themselves, there are many similarities between people’s lives in these cities.</li> </ul>	
<p><u>Vocabulary</u></p> <p>· agriculture · archaeologist · archaeology · buildings · Christianity · community · convert · crops · discovery · earl · hue and cry · invader · justice · kingdom · literacy · livestock · migration · pagan · pict · punishment · reign · ruin · school · significant · skilled · source · tithing · wergild</p>		<p><u>Vocabulary</u></p> <p>· artefact · bottle · chieftain · conquer · Danegeld · Danelaw · defeated · excavation · Freya · goods · Guthrum · heathen · hierarchy · hoard · homelands · longhouse · longship · monastery · Norse · people · priory · raid · reign · revenge · Scandinavia · territory · Thing · Thor · trade · treasure · truce · unification · Valhalla · Viking</p>		<p><u>Vocabulary</u></p> <p>· advancement · algebra · allies · astrolabe · astrology · astronomy · caliph · civil war · craftwork · crusade · decline · developed · dynasty · education · embroiderer · House of Wisdom · industry · invasion · merchant · Muslim · mosque · observatory · prophet · Qur’an · Round City · Scholar · Scribe · Silk Road · telescope · text · textile · trade · translator · wealth</p>	

KS2 pupils should be taught:

- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study.
- a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066

<b>Year 6</b>	Autumn 1—Ancient Greece	Autumn 2— Mapping the World	Spring—Conflict and Resolution	Summer 1—Global challenges: Climate Change	Summer 2—Global challenges: Trade
---------------	-------------------------	-----------------------------	--------------------------------	--	-----------------------------------

<b>Ancient Greece</b>	<b>Conflict and Resolution</b>
-----------------------	--------------------------------

<p>Pupils will acquire the following <b>historical knowledge</b> throughout the unit.</p> <ul style="list-style-type: none"> <li>• The Minoan civilisation was the first to develop in Ancient Greece around 4000 years ago.</li> <li>• The Mycenaeans had come to dominate mainland Greece and expanded through former Minoan territory after 1450BCE.</li> <li>• Greece was a mountainous country, which made it difficult to unite under a single government.</li> <li>• The Greeks lived in smaller cities called city-states. Each city-state ruled itself and had its own government, laws, and army.</li> <li>• From 508BCE, Athenian democracy was established. Athenian democracy was structured in three separate parts: Ekklesia, Boule and Dikasteria.</li> <li>• After defeating the Persians at war, Greek culture flourished.</li> <li>• Athens and Sparta were the two most important city-states.</li> <li>• Alexander the Great conquered an empire and several kingdoms between 333BCE and 323BCE. Alexander was successful because he accepted foreign customs in an attempt to be accepted by local people.</li> <li>• Poetry and theatre were an important aspect of Ancient Greek culture and influenced modern drama.</li> <li>• The Ancient Greeks gave us the Olympic games.</li> <li>• The Ancient Greeks also developed an alphabet and a way of recording history.</li> <li>• The Ancient Greeks were one of the first civilisations to scientifically study medicine.</li> </ul>	<p>Pupils will acquire the following <b>historical knowledge</b> throughout the unit.</p> <ul style="list-style-type: none"> <li>• Archduke Franz Ferdinand, the Austro-Hungarian heir, was killed on 28 June 1914 in Sarajevo.</li> <li>• The Triple Entente was made up of the British, French, and Russian empires.</li> <li>• Triple Alliance was made up of the German, Austro-Hungarian, and Italian empires.</li> <li>• In 1916, the Military Service Act introduced conscription, calling for every unmarried man aged between 18 and 41 to enlist for military service.</li> <li>• The Battle of the Somme is regarded as one of the most devastating and costly battles of the First World War.</li> <li>• Because of the war, women had to do the jobs that were reserved for men only before the war.</li> <li>• Up to 1 million women worked in munitions factories.</li> <li>• The First World War ended at 11am on 11 November 1918. Armistice Day is still acknowledged in Britain today.</li> <li>• In 1934, Hitler was able to declare himself Führer (Leader) and had absolute power in Germany.</li> <li>• On 1 September 1939, Hitler invaded Poland. On 3 September, France and Britain declared war on Germany.</li> <li>• On 2 September 1945 the Second World War finally ended.</li> <li>• A 1942 report by William Beveridge led to the creation of the welfare state.</li> <li>• In 1945, the United Nations (UN) was formed to maintain international peace and security.</li> <li>• Many signed the UN charter and agreed to follow its terms.</li> </ul>
--	---

<p><u>Vocabulary</u></p> <p>· acropolis ·alliances ·alphabet ·archaeologist ·citizens ·city-state ·civilisation ·conquer ·conquest ·culture ·democracy ·drama ·enquiry ·ethics ·excavation ·government ·influence ·military ·monarchy ·mountainous ·oligarchy ·philosophy ·tactics ·tyranny ·unite ·warrior</p>	<p><u>Vocabulary</u></p> <p>·air raids ·alliance ·Allies ·appeasement ·armistice ·assassinate ·Axis ·Blitz ·cenotaph ·colonies ·Commonwealth ·conscription ·empire ·evacuate ·front ·front line ·Führer ·human rights ·immigrant ·munitions ·Nazi Party ·No Man’s Land ·occupation ·propaganda ·rationing ·remembrance ·rural ·surrender ·technology ·trench warfare ·unemployment ·vote ·Welfare State</p>
---	---