





<b>Year olds</b>	Cycle 2 2023 - 2024 <b>Look at Me</b>	<b>Disciplinary Knowledge</b>	family and other families.  <b>It's good to be me</b> - Make connections between the features of their family and other families.	<ul style="list-style-type: none"> <li>Recall special times, such as birthdays they remember in their life</li> </ul> <b>Similarity and Difference</b> <ul style="list-style-type: none"> <li>Consider how I have changed since being a baby.</li> </ul>	
		<b>Vertical Concept</b>		<b>Community and family</b> <ul style="list-style-type: none"> <li>My family live within our local community</li> </ul>	<b>Community and family</b> <ul style="list-style-type: none"> <li>My family live within our local community (FS2)</li> </ul>
<b>FS2</b>	<b>Autumn</b>  <b>Me and My World</b>  Share photographs or their family, name and talk about them. Draw who lives in their house. Use a dolls house to reenact familiar experiences at home and with family. Use photographs of different families to support role play. Role-play visiting different family members.	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>Talk about how they have changed from being a baby.</li> <li>Say how children and adults are different.</li> <li>Recall special times, such as birthdays they remember in their life</li> </ul>	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society;</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>There are differences between pictures of historical times and now</li> </ul>	Talk confidently about the lives of their immediate and extended family, and people who are important to them in their community. (Y1)
		<b>Disciplinary Knowledge</b>	Similarity and Difference <ul style="list-style-type: none"> <li>Consider how I have changed since being a baby.</li> </ul>	<b>Causation</b> <ul style="list-style-type: none"> <li>My actions can make something happen (e.g. pull a chair).</li> </ul> <b>Change and Continuity</b> <ul style="list-style-type: none"> <li>We can describe changes in the world around us (e.g. seasons).</li> </ul>	<ul style="list-style-type: none"> <li><b>Change &amp; continuity:</b> Historians can describe changes that have happened over time (y1)</li> <li><b>Change &amp; continuity:</b> Historians can describe changes that have happened over time (y1)</li> </ul>

	<p><b>My Heroes</b></p> <p>Talk about what is the same/different about them as a baby. Describe family routines and customs. Re-enact home routines. Talk freely about family and home life.</p>			<p><b>Similarity and Difference</b></p> <ul style="list-style-type: none"> <li>• Consider how my life is different and similar to others' in my class.</li> </ul> <p><b>Historical Evidence</b></p> <ul style="list-style-type: none"> <li>• Use historical photographs of our local area.</li> </ul> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>• Give my age as a number of years.</li> </ul>	
	<p><b>Vertical Concept</b></p>	<p><b>community and family</b></p> <ul style="list-style-type: none"> <li>• My family live within our local community</li> </ul>	<p><b>Community and family</b></p> <ul style="list-style-type: none"> <li>• My family live within our local community</li> </ul>	<p><b>Community and family:</b></p> <p>My local community was different for families at different times in history (y1)</p> <p><b>Community &amp; family:</b> People in history lived in communities that look different to ours today (Y2)</p> <ul style="list-style-type: none"> <li>• <b>Quest for knowledge:</b> It took a long time for the knowledge that we have today to develop (y1)</li> <li>• <b>Quest for knowledge:</b> Sometimes it was the contributions of important individuals that were important in advancing our knowledge (Y2)</li> </ul>	
	<p><b>Spring</b></p> <p><b>Castles, Knights and Dragons</b></p>			<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Know some similarities and differences between things in the past and now.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>Causation</b></p>	

				<ul style="list-style-type: none"> <li>• My actions can make something happen (e.g. pull a chair).</li> </ul> <p><b>Change and Continuity</b></p> <ul style="list-style-type: none"> <li>• We can describe changes in the world around us (e.g. seasons).</li> </ul> <p><b>Similarity and Difference</b></p> <ul style="list-style-type: none"> <li>• Consider how my life is different and similar to others' in my class.</li> </ul> <p><b>Historical Evidence</b></p> <ul style="list-style-type: none"> <li>• Use historical photographs of our local area.</li> </ul> <p><b>Chronology</b></p> <ul style="list-style-type: none"> <li>• Give my age as a number of years.</li> </ul> <p><b>Power, empire and democracy</b></p> <ul style="list-style-type: none"> <li>• We can choose to join in with a bully or to tell a teacher</li> </ul>	
	<p><b>Summer</b></p> <p><b>Where We Live</b></p> <p>History taught through continuous provision and adult interaction.</p>			<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p><b>Causation</b></p> <ul style="list-style-type: none"> <li>• My actions can make something happen (e.g. pull a chair).</li> </ul> <p><b>Change and Continuity</b></p> <ul style="list-style-type: none"> <li>• We can describe changes in the world around us (e.g. seasons).</li> </ul> <p><b>Similarity and Difference</b></p> <ul style="list-style-type: none"> <li>• Consider how my life is different and similar to others' in my class.</li> </ul>	

				<b>Historical Evidence</b> <ul style="list-style-type: none"> <li>• Use historical photographs of our local area.</li> </ul> <b>Chronology</b> <ul style="list-style-type: none"> <li>• Give my age as a number of years.</li> </ul> <b>Quest for knowledge</b> <ul style="list-style-type: none"> <li>• We go to school to learn new things</li> </ul>	
<b>Year 1</b>	<b>Unit</b>		<b>Required prior knowledge</b>	<b>Knowledge to be explicitly taught</b>	<b>How knowledge will be built upon</b>
	<b>Autumn</b>  <b>What was lifelike for people in the past?</b>  An introduction to the discipline of history with my family tree, and how schools, toys and the way we communicate have changed over time.	<b>Substantive Knowledge</b>  •There are differences between pictures of historical times and now (EYFS) • <b>Science:</b> Trees are a type of plant that have a tall stem made of wood, and lots of leaves and branches (Y1 Aut)	• Living memory are the times that can be remembered by people who are alive today • A family tree shows the relationships between different generations in a family • Communication/schools/toys is/are different now (the present) and before now, in living memory (the past)	• Transport has changed across history so that people can travel further (between and across continents) today than they could before (Y1 Spr) • Homes reflect the times in which they were built, and so look different at different times in history (Y1 Sum)	
		<b>Disciplinary Knowledge</b>		<ul style="list-style-type: none"> <li>• <b>Change &amp; continuity:</b> Historians can describe changes that have happened over time</li> <li>• <b>Historical evidence:</b> History is the study of humans who lived in the past</li> <li>• <b>Historical evidence:</b> Historians learn about the past by interpreting sources</li> <li>• <b>Chronology:</b> Use vocabulary like now, then, before, after, and a long time ago</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Change &amp; continuity:</b> Some changes happen more quickly than others. The world is changing more quickly in more recent history (Y2)</li> <li>• <b>Chronology:</b> State, with reasons, whether one source shows life in a more or less recent time than another (Y1)</li> <li>• <b>Historical evidence:</b> Primary sources are sources that were created by someone who experienced the event firsthand. Secondary</li> </ul>

Year 1				<ul style="list-style-type: none"> <li>• <b>Chronology:</b> Historians place events in the order in which they happened</li> <li>• <b>Chronology:</b> State whether a source shows life in the past or in the present</li> </ul>	sources are written about primary sources (Y2)
		<b>Vertical Concept</b>	<b>Community &amp; family:</b> My family live within our local community (EYFS)	<b>Community and family:</b> My local community was different for families at different times in history	<b>Community &amp; family:</b> People in history lived in communities that look different to ours today (Y2)
	<b>Spring</b>  <b>How did people travel in the past?</b>  The development of transport by land, sea, air and space and the roles of key individuals	<b>Substantive Knowledge</b>	• <b>Living memory</b> is the time that can be remembered by people who are alive today	<ul style="list-style-type: none"> <li>• We can travel in many ways today, by land, sea, air and space</li> <li>• Transport options have been different during living memory</li> <li>• People in the past could travel less far than we can today</li> <li>• The Wright brothers invented the plane and Bessie Coleman was the first black woman to gain her pilot's licence</li> <li>• Robert and George Stephenson developed the 'Rocket', one of the first steam trains</li> <li>• Henry Ford developed the assembly line, a new way of making cars that made them affordable for everyone</li> <li>• The Montgolfier brothers invented the hot-air balloon, and Elizabeth Thible was the first woman to fly one.</li> </ul>	<ul style="list-style-type: none"> <li>•Michael Collins was one of the first men to travel in space to the Moon (Y2 Sum)</li> <li>•Quest for knowledge (Y5 Sum); considering how knowledge spread and developed as people travelled further across the globe at different times in history</li> </ul>
		<b>Disciplinary Knowledge</b>	• <b>Change &amp; continuity:</b> Historians can describe	<ul style="list-style-type: none"> <li>• <b>Historical significance:</b> Historians choose to study people or events in</li> </ul>	• <b>Historical significance:</b> Historians choose to study people or events from the past

			<p>changes that have happened over time (Y1 Aut)</p> <p>•<b>Historical evidence:</b> History is the study of humans who lived in the past (Y1 Aut)</p> <p>•<b>Historical evidence:</b> Historians learn about the past by interpreting sources (Y1 Aut)</p> <p>•<b>Chronology:</b> Use vocabulary like now, before, after, and a long time ago (Y1 Aut)</p> <p>•<b>Chronology:</b> State whether a source shows life in the past or in the present (Y1 Aut)</p>	<p>the past because they resulted in change</p> <ul style="list-style-type: none"> <li>• <b>Change &amp; continuity:</b> Some changes happen more quickly than others. The world is changing more quickly in more recent history</li> </ul>	<p>because they were important to people at the time and/or are remembered today (Y2)</p> <p>•<b>Change &amp; continuity:</b> Changes do not follow one trajectory (Y5)</p> <p>•<b>Chronology:</b> Place a small selection of sources in chronological order (Y2)</p>
		<b>Vertical Concept</b>		<p><b>Community and family :</b></p> <ul style="list-style-type: none"> <li>• In the past, communities were smaller because people could not travel so far</li> </ul>	<p>•<b>Quest for knowledge:</b> Sometimes it was the contributions of important individuals that were important in advancing our knowledge (Y2)</p> <p>•<b>Community &amp; family:</b> In communities in the past, different people often had very defined roles. The earliest communities and some families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves (Y3)</p>
	<b>Summer</b>	<b>Substantive Knowledge</b>	<p>•<b>Geography:</b> Human settlements can be a city,</p>	<p>•<b>Our homes are made of lots of different materials.</b> They have lots of different features</p>	<p>•<b>Jettying and the fact that houses were built very close together was one of the reasons</b></p>

	<p><b>Where did people live in the past?</b></p> <p>How homes looked different in the past, using pictures and videos</p>	<p>town or village, depending on their size (Y1 Aut)</p> <ul style="list-style-type: none"> <li>•<b>Geography:</b> Features in urban areas include office, shop, <u>house</u>, <u>factory</u> (Y1 Spr)</li> <li>•<b>Geography:</b> Rural means countryside; urban means towns and cities (Y1 Spr)</li> <li>•<b>Science:</b> The material is what an object is made of, e.g. a cup can be made of paper or plastic (Y1 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>•Homes look different at different times in history, including in living memory</li> <li>•The <b>Blitz</b> in <b>World War II</b> destroyed many homes, and so lots needed to be rebuilt quickly. Airey Homes are similar to homes we see today, and could be built very quickly.</li> <li>•Before our great-grandparents were born, lots of people moved to <b>cities</b> to work in new <b>factories</b>. Homes were very cramped and dirty, and were called back-to-back houses</li> <li>•Before that, most people lived in <b>rural areas</b>, in cottages with just two or three rooms. In the small <b>towns</b>, homes were cramped and <b>jettying</b> was used to give people more space</li> <li>•Before that, motte-and-bailey castles were built to protect people</li> <li>•A very long time ago, people lived in small <b>villages</b>, in <b>roundhouses</b> with just one room.</li> </ul>	<p>why the Great Fire of London could spread so quickly (Y2 Spr)</p> <ul style="list-style-type: none"> <li>•Homes became more sophisticated through the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age (Y3 Aut)</li> </ul>
	<p><b>Disciplinary Knowledge</b></p>	<ul style="list-style-type: none"> <li>•<b>Historical evidence:</b> History is the study of humans who lived in the past (Y1 Aut)</li> <li>•<b>Historical evidence:</b> Historians learn about the past by interpreting sources (Y1 Aut)</li> <li>•<b>Chronology:</b> Use vocabulary like now, before, after, and a long time ago (Y1 Aut)</li> <li>•<b>Chronology:</b> State whether a source shows life in the past or in the present</li> <li>•<b>Geography:</b> A plan view is the view of an object from above (Y1 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Causation:</b> Things happen because something causes them to happen</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Causation:</b> Things happen as a result of causes. Some things have lots of causes (Y2)</li> <li>•<b>Chronology:</b> Place a small selection of sources in order, from most to least recent (Y2)</li> </ul>

		<b>Vertical Concept</b>	<ul style="list-style-type: none"> <li>•<b>Quest for knowledge:</b> We go to school to learn new things (EYFS)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Quest for knowledge:</b> It took a long time for the knowledge that we have today to develop</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Quest for knowledge:</b> Sometimes it was the contributions of important individuals that were important in advancing our knowledge (Y2)</li> </ul>
<b>Year 2</b>	<b>Unit</b>		<b>Required prior knowledge</b>	<b>Knowledge to be explicitly taught</b>	<b>How knowledge will be built upon</b>
	<b>Autumn</b>  <b>Local history: community &amp; family</b>  Exploring how our community has changed over time through one lens like food or music.	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>•<b>Geography:</b> The school and community are at the local scale; countries are at the national scale; continents are at the global scale (Y1 Sum)</li> </ul>	How has food changed where I live over time. How is food different/ similar between now and WW2. How new food in Darnall links with the migration this area has had.	<ul style="list-style-type: none"> <li>•The local history unit in Year 4 allows pupils to further build on their knowledge of their local area. They will focus on the significance of an individual, a local feature, or migration in their local community (Y4 Sum)</li> </ul>
		<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>•<b>Historical evidence:</b> History is the study of humans who lived in the past (Y1 Aut)</li> <li>•<b>Historical evidence:</b> Historians learn about the past by interpreting sources (Y1 Aut)</li> <li>•<b>Chronology:</b> Recognise historical periods using arrows on a blank timeline, to begin to understand the scale of human history (Y1 Spr)</li> <li>•<b>Chronology:</b> Historians place events in the order in which they happened (Y1 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Chronology:</b> Place a small selection of sources in order, from most to least recent</li> <li>•<b>Historical evidence:</b> Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Chronology:</b> Use vocabulary like decade and century (Y3)</li> <li>•<b>Historical evidence:</b> There are limits to what historians can learn from any collection of sources (Y3)</li> </ul>

			<ul style="list-style-type: none"> <li>•<b>Chronology:</b> State whether a source shows life in a more or less recent time than another (Y1 Sum)</li> </ul>		
	<b>Vertical Concept</b>		<ul style="list-style-type: none"> <li>•<b>Community &amp; family:</b> My local community was different for families at different times in history (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Community &amp; family:</b> My local community was different for families at different times in history</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Community &amp; family:</b> People in history lived in communities that look different to ours today (Y2 Sum)</li> </ul>
	<p><b>Spring</b></p> <p><b>Great Fire of London.</b></p> <p>Life in London 1660s, and the causes and effects of the Great Fire of London.</p>	<p><b>Substantive Knowledge</b></p>	<ul style="list-style-type: none"> <li>•<b>Geography:</b> The capital city of England is London (Y1 Spr)</li> <li>•Before factories, most people lived in the countryside in cottages with two or three rooms. In small towns, homes were cramped and jettying was used to give people more space (Y1 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>•1660s London was dirty, busy, cramped, and homes were made of wood</li> <li>•The <b>Great Plague</b> of 1666 meant that people lived in a locked down city in London</li> <li>•The <b>Great Fire of London</b> started in a bakery in <b>Pudding Lane</b></li> <li>•People only had basic equipment like <b>fire squirts, buckets</b> and <b>fire hooks</b> to help them try and put it out</li> <li>•It lasted just under five days and destroyed one third of London</li> <li>•Primary and secondary sources like <b>artefacts, images</b> and <b>texts</b> – such as <b>Samuel Pepys’ diary</b> – can tell us about the fire</li> <li>•The fire spread quickly because most buildings were built close together out of <b>flammable</b> materials; there was a strong wind; fire fighting equipment was not good enough and relied on ordinary people; and the town mayor did not act quickly enough</li> </ul>	<ul style="list-style-type: none"> <li>•Applying knowledge of what life was like in London in the 1660s to learning about the Scientific Revolution (Y5)</li> </ul>

Year 2				<ul style="list-style-type: none"> <li>•The Great Fire of London destroyed one third of London. It killed people and made 100,000 homeless</li> <li>•After the Great Fire of London, <b>building regulations</b> were introduced, a <b>fire service</b> was established, and a monument to the fire was built</li> </ul>	
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>•<b>Chronology:</b> Recognise historical periods or events using arrows on a blank timeline, to begin to understand the scale of human history (Y1 Spr)</li> <li>•<b>Historical significance:</b> Historians choose to study people or events in the past because they resulted in change (Y1 Sum)</li> <li>•<b>Causation:</b> Things happen because something causes them to happen (Y1 Spr)</li> <li>•<b>Historical evidence:</b> Historians learn about the past by interpreting sources (Y1 Aut)</li> <li>•<b>Historical evidence:</b> Primary sources are sources that were created by someone who</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Historical significance:</b> Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today</li> <li>•<b>Causation:</b> Things happen as a result of causes. Some things have lots of causes</li> <li>•<b>Causation:</b> Causes can be long-term conditions or short-term triggers</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Historical significance:</b> Historians can set their own criteria for what they consider to be significant, and why it should be studied (Y4)</li> <li>•<b>Causation:</b> Some things that have lots of causes that are connected in some way (Y3)</li> </ul>	

			<p>experienced the event firsthand. Secondary sources are about primary sources (Y2 Aut)</p> <p>•<b>Science:</b> Use a Venn diagram to classify items into two or three sets based on properties (Y1 Sum)</p>		
		<b>Vertical Concept</b>	<p>•<b>Quest for knowledge:</b> It took a long time for the knowledge that we have today to develop (Y1)</p>	<p>•<b>Power, empire &amp; democracy:</b> The King or Queen in England has power to make new rules or laws</p>	<p>•<b>Power, empire &amp; democracy:</b> Different places have different systems of government. Some can be autocratic; some can be democratic. The UK has a democracy (Y3)</p>
	<p><b>Summer</b></p> <p><b>Comparison of explorers</b></p> <p>The similarities and differences between the lives of Sacagawea and Michael Collins.</p>	<b>Substantive Knowledge</b>	<p>•<b>Science:</b> The Moon in the sky is more visible at night (Y1 Aut)</p> <p>•<b>Geography:</b> There are seven continents in the world, six of which people live on (Y1 Sum)</p> <p>•Apollo 11 was the mission that sent two men to walk on the Moon (Y1 Sum)</p>	<p>•<b>Sacagawea</b> was a Shoshone (Native American) woman who lived a long time ago. She was captured by another tribe as a child and sold.</p> <p>•<b>Michael Collins</b> was an American man who lived some time after Sacagawea had died. He always wanted to be a pilot and became an Air Force test pilot.</p> <p>•Sacagawea joined the <b>Lewis &amp; Clark expedition</b> to explore and make maps of North America.</p> <p>•Michael Collins joined <b>Apollo 11</b>, a mission to the Moon to try and win the Space Race.</p>	<p>•The experience of Native Americans and other indigenous peoples across the world during colonisation (Y5)</p>

				<ul style="list-style-type: none"> <li>•Sacagawea made many contributions to her expedition, including translating Shoshone and finding food.</li> <li>•Michael Collins piloted the <b>Colombia</b> and made sure that the other astronauts in the <b>Eagle</b> returned to Earth safely.</li> <li>•Sacagawea was not celebrated at the time of the expedition but has been celebrated since.</li> <li>•Michael Collins was widely praised at the time of the expedition, but many people forget that he was on Apollo 11 today!</li> </ul>	
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>•<b>Chronology:</b> State whether a source shows life in a more or less recent time than another (Y1 Sum)</li> <li>•<b>Historical significance:</b> Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Y2 Spr)</li> <li>•<b>Science:</b> Use a Venn diagram to classify items into two or three sets based on properties (Y1 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Similarity &amp; difference:</b> Similarities and differences exist between two individuals who lived in the past</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Similarity &amp; difference:</b> Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences (Y3)</li> </ul>	

			<ul style="list-style-type: none"> <li>•<b>Geography:</b> A map is a drawing of a place from above (EYFS)</li> </ul>		
	<b>Vertical Concept</b>	<ul style="list-style-type: none"> <li>•<b>Community &amp; family:</b> My local community was different for families at different times in history (Y1)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Community &amp; family:</b> People in history lived in communities that look different to ours today</li> <li>•<b>Quest for knowledge:</b> Sometimes it was the contributions of important individuals that were important in advancing our knowledge</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Community &amp; family:</b> In communities in the past, different people often had very defined roles. The earliest communities and some families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves (Y3)</li> <li>•<b>Quest for knowledge:</b> People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today (Y3)</li> </ul>	
<b>Year 3</b>	<b>Unit</b>		<b>Required prior knowledge</b>	<b>Knowledge to be explicitly taught</b>	<b>How knowledge will be built upon</b>
	<p><b>Autumn</b></p> <p><b>European history: Prehistoric Britain</b></p> <p>How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age</p>	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>•<b>Geography:</b> Human settlements can be a city, town or village, depending on their size (Y1 Aut)</li> <li>•A very long time ago, people lived in small villages, in roundhouses with just one room (Y1 Sum)</li> <li>•<b>Science:</b> Natural rocks are either igneous, sedimentary or metamorphic (Y3 Aut)</li> <li>•<b>Science:</b> A fossil is physical evidence of an ancient plant or animal. It could be their preserved remains, or other</li> </ul>	<p>Prehistory refers to the study of humans before there was writing</p> <ul style="list-style-type: none"> <li>• Prehistoric Britain is split into the Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age</li> <li>• Hunter-gatherers are people who travel looking for animals to hunt and plants and berries to gather</li> <li>• Agriculture is the farming of plants (arable) and animals (pastoral) to eat</li> <li>• Hunter-gatherer diets gradually gave way to agriculture and farming in the Neolithic period</li> <li>• The move towards farming meant that prehistoric communities became more settled, larger and homes became more sophisticated</li> <li>• The lack of written sources mean that it is difficult to know what people believed</li> </ul>	<ul style="list-style-type: none"> <li>•Comparing prehistoric Britain with the civilisations in Ancient Egypt, and recognising that the two units overlapped in time (Y3 Spr)</li> <li>•The similarities and differences between prehistoric communities across the world (Y5)</li> <li>•<b>Geography:</b> Hunter-gatherer communities that live in the world today (Y4)</li> <li>•<b>Geography:</b> The development of agriculture from subsistence to commercial (Y5)</li> </ul>

Year 3			<p>traces that they made when they were alive (Y3 Aut)</p> <p>•<b>Science:</b> Trace fossils include imprints of a mark left by an animal, the imprint of a feather or poo (Y3 Aut)</p>	<ul style="list-style-type: none"> <li>• The design of hillforts, stone circles and geoglyphs suggest that the natural world was very important</li> <li>• Stonehenge and other stone circles are made of sedimentary and igneous rocks</li> </ul> <p>Burials suggest that people believed in an afterlife, and reflect the lives they lived</p>	
	<b>Disciplinary Knowledge</b>	<p>•<b>Historical evidence:</b> History is the study of humans who lived in the past (Y1 Aut)</p> <p>•<b>Historical evidence:</b> Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2 Aut)</p> <p>•<b>Chronology:</b> Use vocabulary like now, before now, a long time before now to describe periods in time (Y1 Aut)</p> <p>•<b>Chronology:</b> Recognise historical periods using arrows on a blank timeline, to begin to understand the scale of human history (Y1 Spr)</p>	<ul style="list-style-type: none"> <li>•<b>Historical evidence:</b> Archaeology is the branch of history that deals with the remains of human life</li> <li>•<b>Historical evidence:</b> Archaeologists study artefacts, ecofacts and features</li> <li>•<b>Historical evidence:</b> There are limits to what historians can learn from any collection of sources</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Historical evidence:</b> Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically (Y3 Spr)</li> <li>•<b>Historical evidence:</b> Archaeologists follow a similar process to scientists: Planning; Measuring &amp; Observing; Recording &amp; Presenting; Analysing &amp; Evaluating (Y6)</li> </ul>	
	<b>Vertical Concept</b>	<p>•<b>Community &amp; family:</b> People in history lived in communities that look different to ours today (Y2)</p>	<ul style="list-style-type: none"> <li>•<b>Community &amp; family:</b> In communities in history, different people often had very defined roles. The earliest communities and some families had to be self-sufficient, and did everything (hunt, cook, clean, build, heal) themselves</li> <li>•<b>Quest for knowledge:</b> Sometimes people's knowledge and beliefs are based on the natural world around them. People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Community &amp; family:</b> Communities can be brought together by geographical location, or by a shared identity (Y4)</li> <li>•<b>Quest for knowledge:</b> Knowledge was developed and shared across different civilisations across many continents (Y4)</li> </ul>	

	<p><b>Spring</b></p> <p><b>African history: Ancient Egypt</b></p> <p>The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire.</p>	<p><b>Substantive Knowledge</b></p>	<ul style="list-style-type: none"> <li>•<b>Geography:</b> There are seven continents in the world, six of which people live on (Y1 Sum)</li> <li>•<b>Geography:</b> Hot deserts have a very hot and dry climate (Y2)</li> <li>•Prehistoric Britain is split into the Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age (Y3 Aut)</li> <li>•Stonehenge and other stone circles are made of sedimentary and igneous rocks (Y3 Aut)</li> <li>•Burials suggest that people believed in an afterlife, and reflect the lives they lived (Y3 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>•Ancient Egyptians lived in Egypt (Africa) at the same time as prehistoric Britons lived in Britain (Europe).</li> <li>•The <b>Nile</b> is a river that flows through Egypt and other countries in Africa. The Ancient Egyptians relied on the Nile for farming and transport</li> <li>•An <b>empire</b> is a group of countries or places ruled by one person</li> <li>•An <b>autocracy</b> is place where one person or one group can rule exactly as they want to forever</li> <li>•Ancient Egypt was an empire, led by an autocratic <b>pharaoh</b></li> <li>•Ancient Egyptians believed that the pharaoh was <b>half man, half god</b></li> <li>•The Ancient Egyptians believed in an <b>afterlife</b> called the Field of Reeds. They used the Book of the Dead to navigate there</li> <li>•The Ancient Egyptians <b>mummified</b> bodies to preserve them for the afterlife</li> <li>•The Ancient Egyptians built and buried pharaohs inside huge <b>pyramids</b>, along with all the items they would need for the afterlife. Pyramids were built using sedimentary rock</li> <li>•Egyptians used phonetic, conceptual and pictorial <b>hieroglyphics</b> to share stories with future generations</li> <li>•The Ancient Egyptians made a range of developments in surgery and science</li> <li>•Pharaohs fought battles outside of Egypt and received <b>tributes</b> and riches from the people they conquered, like the Kingdom of Kush at some points</li> </ul>	<ul style="list-style-type: none"> <li>•Ancient Maya also built pyramids to honour their gods but, unlike Egyptians, built temples on top of them (Y4).</li> <li>•Ancient Maya also used hieroglyphics to write (Y4).</li> <li>•Ancient Greeks (Y3) and Romans (Y5) worshipped gods who were responsible for different parts of life.</li> <li>•In the Roman Empire, the Imperial Cult elevated the emperor to having a god status after he died (Y5).</li> <li>•The Ancient Maya civilisation (Y4) and the Roman Empire (Y5) were relatively autocratic civilisations.</li> </ul>
	<p><b>Disciplinary Knowledge</b></p>	<ul style="list-style-type: none"> <li>•<b>Historical evidence:</b> Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2 Aut)</li> <li>•<b>Causation:</b> Things happen as a result of causes. Some things have lots of causes (Y2 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Causation:</b> Some things have lots of causes that are connected in some way</li> <li>•<b>Historical evidence:</b> Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Historical evidence:</b> Historians cross-reference sources in order to build confidence (Y5)</li> <li>•<b>Causation:</b> Causes can be categorised as economic, physical, institutional, social, environmental or others (Y5)</li> </ul>	

			<p>•<b>Historical evidence:</b> Archaeology is the branch of history that deals with the remains of human life (Y3 Aut)</p>		
	<b>Vertical Concept</b>	<p>•<b>Power, empire &amp; democracy:</b> The King or Queen in England has power to make new rules or laws (Y2)</p>	<p>•<b>Power, empire &amp; democracy:</b> Different places have different systems of government. Some can be autocratic</p> <p>•<b>Power, empire &amp; democracy:</b> Empires are large areas of land that are controlled by one person or group of people</p> <p>•<b>Power, empire &amp; democracy:</b> People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies</p>	<p>•<b>Power, empire &amp; democracy:</b> Some places have a democracy. Not all democracies are the same. The UK has a democracy (Y3 Sum)</p>	
<p><b>Summer</b></p> <p><b>European history: Ancient Greece</b></p> <p>The contributions made by the citystates of Ancient Greece, and how these are influence our lives today</p>	<b>Substantive Knowledge</b>	<p>•<b>Geography:</b> There are seven continents in the world, six of which people live on (Y1 Sum)</p> <p>•<b>Geography:</b> Hot deserts have a very hot and dry climate (Y2)</p> <p>•Prehistoric Britain is split into the Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age (Y3 Aut)</p> <p>•Stonehenge and other stone circles are made of sedimentary and igneous rocks (Y3 Aut)</p> <p>•Burials suggest that people believed in an afterlife, and reflect the lives they lived (Y3 Aut)</p>	<p>•Ancient Egyptians lived in Egypt (Africa) at the same time as prehistoric Britons lived in Britain (Europe).</p> <p>•The <b>Nile</b> is a river that flows through Egypt and other countries in Africa. The Ancient Egyptians relied on the Nile for farming and transport</p> <p>•An <b>empire</b> is a group of countries or places ruled by one person</p> <p>•An <b>autocracy</b> is place where one person or one group can rule exactly as they want to forever</p> <p>•Ancient Egypt was an empire, led by an autocratic <b>pharaoh</b></p> <p>•Ancient Egyptians believed that the pharaoh was <b>half man, half god</b></p> <p>•The Ancient Egyptians believed in an <b>afterlife</b> called the Field of Reeds. They used the Book of the Dead to navigate there</p> <p>•The Ancient Egyptians <b>mummified</b> bodies to preserve them for the afterlife</p> <p>•The Ancient Egyptians built and buried pharaohs inside huge <b>pyramids</b>, along with all the items they would</p>	<p>•Ancient Maya also built pyramids to honour their gods but, unlike Egyptians, built temples on top of them (Y4).</p> <p>•Ancient Maya also used hieroglyphics to write (Y4).</p> <p>•Ancient Greeks (Y3) and Romans (Y5) worshipped gods who were responsible for different parts of life.</p> <p>•In the Roman Empire, the Imperial Cult elevated the emperor to having a god status after he died (Y5).</p> <p>•The Ancient Maya civilisation (Y4) and the Roman Empire (Y5) were relatively autocratic civilisations.</p>	

				<p>need for the afterlife. Pyramids were built using sedimentary rock</p> <ul style="list-style-type: none"> <li>•Egyptians used phonetic, conceptual and pictorial <b>hieroglyphics</b> to share stories with future generations</li> <li>•The Ancient Egyptians made a range of developments in surgery and science</li> <li>•Pharaohs fought battles outside of Egypt and received <b>tributes</b> and riches from the people they conquered, like the Kingdom of Kush at some points</li> </ul>	
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>•<b>Historical evidence:</b> Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2 Aut)</li> <li>•<b>Causation:</b> Things happen as a result of causes. Some things have lots of causes (Y2 Spr)</li> <li>•<b>Historical evidence:</b> Archaeology is the branch of history that deals with the remains of human life (Y3 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Causation:</b> Some things have lots of causes that are connected in some way</li> <li>•<b>Historical evidence:</b> Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Historical evidence:</b> Historians cross-reference sources in order to build confidence (Y5)</li> <li>•<b>Causation:</b> Causes can be categorised as economic, physical, institutional, social, environmental or others (Y5)</li> </ul>	
	<b>Vertical Concept</b>	<ul style="list-style-type: none"> <li>•<b>Power, empire &amp; democracy:</b> The King or Queen in England has power to make new rules or laws (Y2)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Power, empire &amp; democracy:</b> Different places have different systems of government. Some can be autocratic</li> <li>•<b>Power, empire &amp; democracy:</b> Empires are large areas of land that are controlled by one person or group of people</li> <li>•<b>Power, empire &amp; democracy:</b> People get their power in different ways. For example, some are powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Power, empire &amp; democracy:</b> Some places have a democracy. Not all democracies are the same. The UK has a democracy (Y3 Sum)</li> </ul>	
<b>Year 4</b>	<b>Unit</b>		<b>Required prior knowledge</b>	<b>Knowledge to be explicitly taught</b>	<b>How knowledge will be built upon</b>

	<p><b>Autumn</b></p> <p><b>North American history:</b></p> <p>Ancient Maya Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians.</p>	<p><b>Substantive Knowledge</b></p>	<ul style="list-style-type: none"> <li>•An empire is a group of countries or places ruled by one person (Y3 Spr)</li> <li>•An autocracy is a system of government where one person or one group can rule exactly as they want to forever (Y3 Spr)</li> <li>•Egyptians built pyramids to honour the pharaoh (half man half god) (Y3 Spr)</li> <li>•Egyptians used phonetic, conceptual and pictorial hieroglyphics to share stories with future generations (Y3 Spr)</li> <li>•A city-state is a city and the surrounding land that has its own government and identity (Y3 Sum)</li> <li>•Ancient Greece was not an empire, but was made of lots of city-states like Athens and Sparta (Y3 Sum)</li> <li>•Democracy is a system of government where everyone has a say (Y3 Sum)</li> <li>•Ancient Greeks used skills in architecture to build temples to honour their gods. Ancient Greeks believed in multiple gods and wrote myths (Y3 Sum)</li> <li>•The Ancient Greeks contributed knowledge that is relevant today, including medicine, science, mathematics and astronomy (Y3 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>•The <b>Maya</b> civilisation flourished in <b>Mesoamerica</b> from 250 to 800. It declined after that, but descendants of the Maya live in Central America today</li> <li>•The Maya lived in <b>city-states</b> ruled by <b>kings</b></li> <li>•The relationships between city-states in Maya civilisation were different to those in Ancient Greece</li> <li>•Maya worshipped multiple gods who were each responsible for something</li> <li>•Ancient Maya <b>sacrificed</b> animals and sometimes humans to honour gods</li> <li>•Maya built <b>step-pyramids</b> and temples to honour gods</li> <li>•Maya cities had a plaza, temples, a ball court and sometimes an observatory</li> <li>•Ancient Maya developed a number system and developed the concept of zero</li> <li>•The Ancient Maya developed hieroglyphics, like the Egyptians</li> </ul>	<ul style="list-style-type: none"> <li>•The Maya resisted Spanish conquest but were eventually defeated in 1697. Even after that, the Maya fought to maintain their culture, language, and traditions – which still survive in descendants of the Maya today (Y5)</li> </ul>
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Year 4		<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>•<b>Mathematics:</b> Compare and order numbers up to 1000 (Y3)</li> <li>•<b>Chronology:</b> Use vocabulary like now, before now, a long time before now to describe periods in time (Y1 Aut)</li> <li>•<b>Chronology:</b> Recognise historical periods using arrows on a blank timeline, to begin to understand the scale of human history (Y1 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>[Mathematics]:</b> Number system over time has developed to include zero</li> <li>•<b>Similarity &amp; difference:</b> Historians can consider the similarities and differences between people in two different civilisations from the past</li> <li>•<b>Chronology:</b> Describe historical periods and times using dates [AD only] and as a given number of years ago (up to 1000)</li> <li>•<b>Chronology:</b> Place dates [AD only] on a timeline</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Similarity &amp; difference:</b> Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics (Y5)</li> <li>•<b>Chronology:</b> Recognise and use AD/BC and BCE/BC accurately (Y5)</li> </ul>
		<b>Vertical Concept</b>	<ul style="list-style-type: none"> <li>•<b>Quest for knowledge:</b> People in the past had different knowledge or beliefs to us; this does not mean that they are more 'stupid' than people today (Y3)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Quest for knowledge:</b> Different civilisations across the world developed similar knowledge independently</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Quest for knowledge:</b> Knowledge was developed and shared across different civilisations across many continents. Different civilisations place different values on knowledge and scientific development than others (Y4 Spr)</li> </ul>
	<b>Spring</b> <b>Asian history: Early Islamic Civilisation</b>  The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths,	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>•<b>Geography:</b> The capital city of England is London (Y1 Spr)</li> <li>•<b>Science:</b> We see when light enters our eyes (Y3 Aut)</li> <li>•An empire is a group of countries or places ruled by one person (Y3 Spr)</li> <li>•A civilisation is a group of people and their society, culture and way of life (Y3 Sum)</li> <li>•The Ancient Greeks borrowed and built on the ideas of other civilisations like those in Ancient Sumer and Ancient Egypt (Y3 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>•The <b>Early Islamic Civilisation</b> began with the founding of Islam by the <b>Prophet Mohammad</b> in 610</li> <li>•The Early Islamic Civilisation was an <b>empire</b>, led by the <b>caliph</b>.</li> <li>•The Early Islamic Civilisation stretched across Eastern Europe, Northern Africa and Western Asia</li> <li>•The people of the Early Islamic Civilisation were connected by their common identity and religion, not always geographical (political) boundaries</li> <li>•<b>Baghdad</b> was founded in 762 and became the <b>capital city</b>, and it was strategically designed</li> <li>•Knowledge and wisdom is central to Islam, and the <b>House of Wisdom</b> collated the knowledge of many societies and welcomed scholars of all backgrounds</li> <li>•Early Muslim doctors and surgeons introduced key principles of <b>medicines</b> including <b>holistic</b> treatments, free <b>hospitals</b> and learning from each other</li> <li>•Al Khwarizmi was a mathematician who gave us the word 'algebra' and introduced the numbers 0-9 into Europe</li> <li>•Ibn Al Haytham proved that humans see when light enters eye</li> </ul>	<ul style="list-style-type: none"> <li>•We only know about many of the (Greek and) Roman writings and developments because they were preserved and translated by scholars in Baghdad (Y5)</li> <li>•The Early Islamic Civilisation was around at the same time as the Anglo-Saxons and Vikings in England, but the two civilisations looked very different (Y6)</li> </ul>

	medicine and technology			<ul style="list-style-type: none"> <li>•In 1258, a Mongol army brutally attacked Baghdad. They killed scholars and threw books from the House of Wisdom into the river Tigris, and lots of knowledge was lost.</li> </ul>	
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>•<b>Mathematics:</b> Compare and order numbers up to 1000 (Y3)</li> <li>•<b>Geography:</b> Political maps show human boundaries and features; physical maps show physical boundaries and features (Y3 Aut)</li> <li>•<b>Historical significance:</b> Historians choose to study people or events in the past because they resulted in change (Y1 Spr)</li> <li>•<b>Historical significance:</b> Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Y2 Sum)</li> <li>•<b>Historical evidence:</b> Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2)</li> <li>•<b>Historical evidence:</b> There are limits to what historians can learn from any collection of sources (Y3 Aut)</li> <li>•<b>Chronology:</b> Describe historical periods and times using dates [AD only] and as a given number of years ago (Y4 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Historical significance:</b> Historians can set their own criteria for what they consider to be significant, and why it should be studied</li> <li>•<b>Historical evidence:</b> Political maps have changed over time</li> <li>•<b>Chronology:</b> Convert between a year and a century</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Historical significance:</b> The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence (Y5)</li> <li>•<b>Chronology:</b> Recognise and use AD/BC and BCE/BC accurately (Y5)</li> </ul>	
	<b>Vertical Concept</b>	<ul style="list-style-type: none"> <li>•<b>Quest for knowledge:</b> Different civilisations across the world developed similar knowledge independently (Y4 Aut)</li> <li>•<b>Community &amp; family:</b> In communities in history, different people often had very defined roles (Y3)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Quest for knowledge:</b> Knowledge was developed and shared across different civilisations across many continents</li> <li>•<b>Quest for knowledge:</b> Different civilisations place different values on knowledge and scientific development than others</li> <li>•<b>Community &amp; family:</b> Communities can be brought together by geographical location, or by a shared identity</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Quest for knowledge:</b> Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world (Y5)</li> </ul>	

	<p><b>Summer</b></p> <p><b>European history: Local History</b></p> <p>Why is [X] famous today? How has [local feature] been important in our community? How has migration shaped our community?</p>	<p><b>Substantive Knowledge</b></p> <ul style="list-style-type: none"> <li>•<b>Geography:</b> The school and community are at the local scale; countries are at the national scale; continents are at the global scale (Y1 Sum)</li> <li>History: Our community has changed over time through food.</li> </ul>	<p>How Darnall has changed over time. Darnall started as a hamlet and ended up as an industrial hub for steel making. Explore the difference and similarities between children's lives now and children's lives then. Why people left their home and came to Darnall to find a new home. These people came from the Commonwealth a lot of the time.</p>	<ul style="list-style-type: none"> <li>•The British Empire at its peaked covered a quarter of the world's land. It kept control of its colonies using a range of methods (Y6)</li> </ul>
	<p><b>Disciplinary Knowledge</b></p>	<ul style="list-style-type: none"> <li>•<b>Historical significance:</b> Historians choose to study people or events in the past because they resulted in change (Y1 Sum)</li> <li>•<b>Historical significance:</b> Historians choose to study people or events from the past because they were important to people at the time and/or are remembered today (Y2 Spr)</li> <li>•<b>Historical significance:</b> Historians can set their own criteria for what they consider to be significant, and why it should be studied (Y4 Spr)</li> <li>•<b>Similarity &amp; difference:</b> Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences (Y3 Sum)</li> <li>•<b>Historical evidence:</b> Primary sources are sources that were created by someone who experienced the event</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Historical evidence:</b> Use historical maps or photographs in a plan view</li> <li>•<b>Historical evidence:</b> Local history archives can be an invaluable source of information for historians</li> </ul>	<ul style="list-style-type: none"> <li>•Evaluate the usefulness of sources, recognising bias and intentions, and understanding their limitations (KS3)</li> <li>•Analysing a wide range of sources in increasingly creative ways (KS3)</li> </ul>

			<p>firsthand. Secondary sources are about primary sources (Y2 Aut)</p> <ul style="list-style-type: none"> <li>•<b>Historical evidence:</b> Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically (Y3 Spr)</li> <li>•<b>Chronology:</b> Place a small selection of sources in order, from most to least recent (Y2 Aut)</li> <li>•<b>Chronology:</b> Use vocabulary like decade and century (Y3 Sum)</li> <li>•<b>Chronology:</b> Describe historical periods and times using dates [AD only] and as a given number of years ago (Y4 Aut)</li> <li>•<b>Chronology:</b> Place dates [AD only] on a timeline (Y4 Aut)</li> <li>•<b>Chronology:</b> Convert between a year and a century (Y4 Spr)</li> <li>•<b>Geography:</b> Use a range of map types, including photographs of areas in plan/oblique view, and OS maps</li> </ul>		
	<b>Vertical Concept</b>	<p><b>Community &amp; family:</b> My local community was different for families at different times in history (Y1)</p> <p><b>Community &amp; family:</b> People in history lived in communities that look</p>	<p><b>Community &amp; family:</b> My local community was different for families at different times in history</p>	<p><b>Community &amp; family:</b> Systems of slavery have existed in communities and civilisations across the world for a long time. Slaves could be taken from different communities based on their wealth (Y5)</p>	

			different to ours today (Y2 Sum)		
Year 5	Unit		Required prior knowledge	Knowledge to be explicitly taught	How knowledge will be built upon
	<p><b>Autumn</b></p> <p><b>European history: Ancient Rome</b></p> <p>The development of the Roman Empire, how it changed over time, and how these changes affected people differently</p>	<p><b>Substantive Knowledge</b></p>	<ul style="list-style-type: none"> <li>•An empire is a group of countries or places ruled by one person (Y3 Spr)</li> <li>•An autocracy is a system of government where one person or one group can rule exactly as they want to forever (Y3 Spr)</li> <li>•Ancient Egyptians believed that the pharaoh was half man, half god (Y3 Spr)</li> <li>•A civilisation is a group of people and their society, culture and way of life (Y3 Sum)</li> <li>•Democracy is a system of government where everyone has a say (Y3 Sum)</li> <li>•Ancient Greeks believed in multiple gods and wrote myths (Y3 Sum)</li> <li>•The Ancient Greeks contributed knowledge that is relevant today, including medicine, science, mathematics and astronomy (Y3 Sum)</li> <li>•The Ancient Greeks borrowed and built on the ideas of other civilisations like those in Ancient Sumer and Ancient Egypt (Y3 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>•Ancient Rome expanded gradually from 753 BC until it peaked around AD 100; it declined from 3rd century until collapse in AD 476</li> <li>•At its peak, the Roman Empire covered a huge area across Europe, Asia and Africa</li> <li>•Roman citizens were plebians (poorer) or patricians (wealthy). Female citizens had very few rights compared to men.</li> <li>•<b>Slavery</b> is a system where people are owned by other people. Slaves are forced to work for no money</li> <li>•The Romans owned slaves, like the Greeks and Egyptians before them</li> <li>•Roman slaves were the poorest people in society or prisoners of war. Roman slavery was not based on <b>race</b> or <b>ethnicity</b></li> <li>•Ancient Rome was governed by <b>kings</b>, a <b>republic</b>, a <b>dictatorship</b>, one <b>empire</b> and then <b>two empires</b></li> <li>•The head of state remained the most powerful person in Rome, and he was <b>autocratic</b></li> <li>•Roman religion evolved to incorporate new beliefs as the empire expanded (e.g. Greek gods)</li> <li>•The <b>imperial cult</b> elevated emperors to having a god status</li> <li>•Many <b>Christians</b> were <b>persecuted</b> from the 1st century AD until Emperor Constantine declared tolerance for all beliefs</li> <li>•As the Roman Empire grew, the Romans were exposed to more and more ideas from different people</li> <li>•Roman science and technology - like roads and medicine – helped the Romans expand their empire</li> </ul>	<ul style="list-style-type: none"> <li>•The civilisations that came before Ancient Rome, particularly in western Asia, that contributed to Roman science and technology (Y5 Sum)</li> <li>•British Empire and how this grew to be larger than the Roman Empire (Y6)</li> </ul>

Year 5		<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>•<b>Mathematics:</b> Order and compare numbers up to and beyond 1000 (Y3)</li> <li>•<b>Change &amp; continuity:</b> Some changes happen more quickly than others. The world is changing more quickly in more recent history (Y2 Aut)</li> <li>•<b>Historical evidence:</b> Political maps have changed over time (Y4 Spr)</li> <li>•<b>Chronology:</b> Use vocabulary like decade and century (Y3 Sum)</li> <li>•<b>Chronology:</b> Convert between a year and a century (Y4 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Change &amp; continuity:</b> Changes do not follow one trajectory</li> <li>•<b>Change &amp; continuity:</b> Changes can take place gradually (evolution) or rapidly and completely (revolution)</li> <li>•<b>Similarity &amp; difference:</b> Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics</li> <li>•<b>Chronology:</b> Recognise and use AD/BC and BCE/BC accurately</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Change &amp; continuity:</b> Changes do not always mean progress</li> <li>•<b>Similarity &amp; difference:</b> Make decisions about when and how it is appropriate to generalise or group individuals when describing experiences (KS3)</li> <li>•<b>Chronology:</b> Describe historical periods or events using any date, and millions of years ago (KS3)</li> </ul>
		<b>Vertical Concept</b>	<ul style="list-style-type: none"> <li>•<b>Community &amp; family:</b> Communities can be brought together by geographical location, or by a shared identity (Y3)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Community &amp; family:</b> Systems of slavery have existed in communities and civilisations across the world for a long time. Slaves could be taken from different communities based on their wealth</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Community &amp; family:</b> Slaves could be taken from different communities based on their race, ethnicity or gender (Y6)</li> </ul>
	<p><b>Spring</b></p> <p><b>European history: Roman Empire in Britain</b></p> <p>The Roman conquest of Britain,</p>	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>•<b>Geography:</b> The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y2 Sum)</li> <li>•An empire is a group of countries or places ruled by one person (Y3 Spr)</li> <li>•Ancient Rome expanded gradually from 473 BC until it peaked around AD 100; it declined from 3rd century until collapse in AD 476 (Y5 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>•Roman <b>Emperor</b> Julius Caesar tried to <b>conquer</b> Britain twice from 55 BC but failed; Claudius was successful in AD 43</li> <li>•Roman Britain was a diverse place, for example, the Aurelian Moors formed the earliest documented black community in the north of England</li> <li>•Drivers of power can be categorised into <b>institutional, economic, physical, intellectual</b> and <b>informal</b></li> <li>•The Romans kept control using physical power, including <b>disciplined armies, forts</b>, roads and walls</li> <li>•The Romans had institutional and economic power by allowing <b>native tribe chiefs</b> to continue in their roles as long as they submitted to and collected taxes on behalf of the emperor</li> </ul>	<ul style="list-style-type: none"> <li>•The British Empire used similar levers of physical, informal, institutional, economic and intellectual power to keep control of its colonies (case studies of Kenya and India) (Y6)</li> </ul>

	and how the Romans maintained power in Britannia.		<ul style="list-style-type: none"> <li>•At its peak, the Roman Empire covered a huge area across Europe, Asia and Africa (Y5 Aut)</li> <li>•The head of state remained the most powerful person in Rome, and he was autocratic (Y5 Aut)</li> <li>•Roman religion evolved to incorporate new beliefs as the empire expanded (e.g. Greek gods) (Y5 Aut)</li> <li>•Roman science and technology - like roads and medicine - was needed more and more as the empire expanded (Y5 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>•The Romans had informal power, as '<b>Romanisation</b>' meant Roman culture and customs spread through British towns</li> <li>•The story of <b>Boudica's</b> revolt, AD 60, exemplifies how all these different types of power came together to defeat Britons</li> <li>•Intellectual power - literacy in particular - allowed Romans to communicate quickly and to write their own versions of history</li> </ul>	
		<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>•<b>Mathematics:</b> Order and compare numbers up to and beyond 1000 (Y3)</li> <li>•<b>Mathematics:</b> Read Roman numerals (Y4)</li> <li>•<b>Causation:</b> Causes can be long-term conditions or short-term triggers (Y2 Spr)</li> <li>•<b>Causation:</b> Some things that have lots of causes that are connected in some way (Y3 Spr)</li> <li>•<b>Historical evidence:</b> Archaeology is the branch of history that deals with the remains of human life (Y3 Aut)</li> <li>•<b>Historical evidence:</b> There are limits to what historians can learn from any collection of sources (Y3 Aut)</li> <li>•<b>Historical evidence:</b> Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically (Y3 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>[Mathematics]:</b> Recognise numbers and years written in Roman numerals</li> <li>•<b>Causation:</b> Causes can be categorised as economic, physical, institutional, social, environmental or others</li> <li>•<b>Causation:</b> Historians can argue that one cause is more important than another</li> <li>•<b>Historical evidence:</b> Historians cross-reference sources in order to build confidence</li> <li>•<b>Chronology:</b> Use vocabulary like decade, century and millennium</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Causation:</b> Historians interpret primary and secondary sources and build arguments to explain the causes of events (Y6)</li> <li>•<b>Chronology:</b> Describe historical periods or events using any date, and millions of years ago (KS3)</li> </ul>
		<b>Vertical Concept</b>	<ul style="list-style-type: none"> <li>•<b>Power, empire &amp; democracy:</b> People get their power in different ways. For example, some are</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Power, empire &amp; democracy:</b> Drivers of power can be categorised into: <b>institutional</b> (i.e. head teacher in charge of a school; priest in charge of a church; king in charge of a</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Power, empire &amp; democracy:</b> Everyone has the power to make change. Protests, campaigns and challenging</li> </ul>

			powerful because they have divine status, i.e. seen as half man or half god; some are rich; some have powerful armies (Y3)	country); <b>economic</b> (using money to give you power); <b>physical</b> (having physical strength or armies); <b>intellectual</b> (the power of knowledge and literacy); <b>informal</b> (soft power of influencing others).	other people are all ways that we can exert our personal power (Y6)
<p><b>Summer</b></p> <p><b>Global history: Quest for knowledge</b></p> <p>An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge</p>	<p><b>Substantive Knowledge</b></p>	<ul style="list-style-type: none"> <li>•<b>Geography:</b> There are seven continents in the world, six of which people live on (Y1 Sum)</li> <li>•Homo sapiens have lived on Earth for a relatively short time; they shared the Earth with Neanderthals but not with dinosaurs. Prehistoric Britain refers to the study of humans before there was writing (Y3 Aut)</li> <li>•Hunter-gatherer diets gradually gave way to agriculture in the Neolithic period (Y3 Aut)</li> <li>•A lack of written sources mean that it is difficult to know what people believed (Y3 Aut)</li> <li>•The design of hillforts, stone circles and geoglyphs in prehistoric Britain suggest that the natural world was very important (Y3 Aut)</li> <li>•An empire is a group of countries or places ruled by one person (Y3 Spr)</li> <li>•A civilisation is a group of people and their society, culture and way of life (Y3 Sum)</li> <li>•Democracy is a system of government where everyone has a say (Y3 Sum)</li> <li>•The Ancient Greeks borrowed and built on the ideas of other civilisations like those in Ancient Sumer and Ancient Egypt (Y3 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Homo sapiens</b> first lived in Africa ~200,000 BC and migrated across the world over thousands of years</li> <li>•The <b>oral tradition</b> is the sharing of knowledge, beliefs and cultures accumulated over many generations through the spoken word</li> <li>•<b>Ancient civilisations</b> had many similarities with each other (e.g. <b>irrigation</b>, writing, numbers) and made many developments</li> <li>•Civilisations in history often built upon others' ideas</li> <li>•The <b>Scientific Revolution</b> prioritised the scientific method in Europe, and organisations like the Royal Society <b>formalised</b> knowledge</li> <li>•The <b>heliocentric model</b>, first put forward by Aristarchus of Samos and Aryabhata, was published again by Copernicus in 1543. This replaced the mainstream <b>geocentric model</b></li> <li>•Europeans believed that their knowledge was <b>superior</b> to the <b>traditional knowledge of indigenous people</b>, and took over many places across the world</li> <li>•Indigenous peoples fought to <b>resist</b> the Europeans and maintain their traditional knowledge</li> </ul>	<ul style="list-style-type: none"> <li>•The British Empire at its peaked covered a quarter of the world's land. It kept control of its colonies using a range of methods (Y6)</li> </ul>	

			<ul style="list-style-type: none"> <li>•<b>Geography:</b> Indigenous people are the first people who lived in the place, and the generations of people who came after (Y4 Aut)</li> <li>•Early Roman science borrowed from civilisations around it (Y5 Aut)</li> <li>•Slavery is a system where people are owned by other people. Slaves are forced to work for no money (Y5 Aut)</li> <li>•<b>Science:</b> The Sun is at the centre of the solar system - the heliocentric model (Y5 Sum)</li> </ul>		
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>•<b>Mathematics/history:</b> Number system over time has developed to include zero (Y4 Aut)</li> <li>•<b>Mathematics:</b> Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit (Y5)</li> <li>•<b>Historical significance:</b> Historians can set their own criteria for what they consider to be significant, and why it should be studied (Y4 Spr)</li> <li>•<b>Causation:</b> Causes can be categorised as economic, physical, institutional, social, environmental or others (Y5 Spr)</li> <li>•<b>Change &amp; continuity:</b> Changes do not follow one trajectory (Y5 Aut)</li> <li>•<b>Change &amp; continuity:</b> Changes can take place gradually (evolution) or rapidly and completely (revolution) (Y5 Aut)</li> <li>•<b>Similarity &amp; difference:</b> Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics (Y5 Aut)</li> <li>•<b>Historical evidence:</b> There are limits to what historians can learn from any set of sources</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Historical significance:</b> The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence</li> <li>•<b>Change &amp; continuity:</b> Changes do not always mean progress</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Historical significance:</b> What historians consider to be significant is different to different people at different places and times (Y6)</li> <li>•<b>Change &amp; continuity:</b> Consider the nature, pace and extent of change over time, and how interpretations of these changes have also changed! (KS3)</li> </ul>	

			<ul style="list-style-type: none"> <li>•<b>Historical evidence:</b> Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically</li> <li>•<b>Historical evidence:</b> Political maps have changed over time (Y4 Spr)</li> <li>•<b>Chronology:</b> Use vocabulary like decade, century and millennium (Y5 Spr)</li> <li>•<b>Chronology:</b> Recognise and use AD/BC and BCE/BC accurately (Y5 Aut)</li> </ul>		
		<b>Vertical Concept</b>	<ul style="list-style-type: none"> <li>•<b>Quest for knowledge:</b> Knowledge was developed and shared across different civilisations across many continents (Y4)</li> <li>•<b>Quest for knowledge:</b> Different civilisations place different values on knowledge and scientific development than others (Y4)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Quest for knowledge:</b> The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all of the knowledge accumulated over thousands of generations by the spoken word</li> <li>•<b>Quest for knowledge:</b> Different civilisations take different valid approaches to knowledge. Western science and the emphasis on the scientific method is not the dominant approach everywhere in the world</li> </ul>	
<b>Year 6</b>	<b>Unit</b>		<b>Required prior knowledge</b>	<b>Knowledge to be explicitly taught</b>	<b>How knowledge will be built upon</b>
	<b>Autumn</b>  <b>European history: Settlement by Anglo-Saxons</b>  Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons.	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>•Prehistoric Britons held spiritual beliefs about the natural world and grave goods suggest that people believed in an afterlife (Y3 Aut)</li> <li>•Roman Emperor Julius Caesar tried to conquer Britain twice from 55 BC but failed; Claudius was successful in AD 43 (Y5 Spr)</li> <li>•Many Christians were persecuted from the 1st century AD until Emperor Constantine declared</li> </ul>	<ul style="list-style-type: none"> <li>•The <b>Anglo-Saxons</b> were groups of Germanic invaders who established kingdoms in England after the Romans left</li> <li>•The Anglo-Saxons established seven kingdoms which eventually became five, then three. By ~AD 1000 England was united for the first time under one Anglo-Saxon king</li> <li>•The term 'Anglo-Saxon' now refers more generally to the period of English history from AD 410 to 1066, and includes the history of everyone in England</li> <li>•<b>Sutton Hoo</b> was the burial site of an Anglo-Saxon king, discovered by <b>archeologists</b> in 1939</li> </ul>	<ul style="list-style-type: none"> <li>•The Vikings were groups of people from Scandinavia who were most powerful in the 9<sup>th</sup> and 10<sup>th</sup> centuries. The Vikings invaded and settled in Anglo-Saxon lands and established, for a time, Danelaw alongside Anglo-Saxon kingdoms</li> </ul>

			<p>tolerance for all beliefs (Y5 Aut)</p> <ul style="list-style-type: none"> <li>•<b>Geography:</b> Human features are man-made, physical features are those that would be there without humans (Y1 Aut)</li> <li>•<b>Geography:</b> Trade is the process of buying and selling goods (Y5 Aut)</li> <li>•<b>Geography:</b> Imports are goods that are brought into the country. Exports are goods that are traded out of the country (Y5 Aut)</li> <li>•Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>•Archaeological evidence reveals that the transition from Anglo-Saxon beliefs to <b>Christianity</b> was slow and complicated for individuals</li> <li>•Archaeological evidence reveals that the Anglo-Saxons were skilled craftsmen who <b>traded</b> with countries as far east as India and Sri Lanka</li> <li>•The items the king was buried with show he wanted to present himself as having <b>physical, economic, intellectual</b> and <b>informal</b> power</li> </ul>	
		<p><b>Disciplinary Knowledge</b></p>	<ul style="list-style-type: none"> <li>•<b>Historical evidence:</b> Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2 Aut)</li> <li>•<b>Historical evidence:</b> Archaeology is the branch of history that deals with the remains of human life. Archaeologists study artefacts, ecofacts and features (Y3 Aut)</li> <li>•<b>Historical evidence:</b> There are limits to what historians can learn from any collection of sources (Y3 Aut)</li> <li>•<b>Historical evidence:</b> Historians cross-reference sources in</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Historical evidence:</b> Archaeologists follow a similar process to scientists: Planning; Measuring &amp; Observing; Recording &amp; Presenting; Analysing &amp; Evaluating</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Historical evidence:</b> Evaluate the usefulness of sources, recognising bias and intentions, and understanding their limitations (KS3)</li> <li>•<b>Historical evidence:</b> Analysing a wide range of sources in increasingly creative ways (KS3)</li> </ul>

Year 6			<p>order to build confidence (Y5 Spr)</p> <ul style="list-style-type: none"> <li>•<b>Chronology:</b> Describe historical periods and times using dates and as a given number of years ago (Y4 Spr)</li> <li>•<b>Chronology:</b> Recognise and use AD/BC and BCE/BC accurately (Y5 Aut)</li> <li>•<b>Science:</b> There are four main stages of enquiry (A&amp;P, M&amp;O, R&amp;P, A&amp;E)</li> </ul>		
		<b>Vertical Concept</b>	<ul style="list-style-type: none"> <li>•<b>Quest for knowledge:</b> The oral tradition – still the most dominant form of communication today – is the method of remembering and passing on all of the knowledge accumulated over thousands of generations by the spoken word (Y5)</li> </ul>		
	<p>Spring</p> <p>European history: Viking invasions</p> <p>Understanding who the Vikings were</p>	<b>Substantive Knowledge</b>	<ul style="list-style-type: none"> <li>•<b>Geography:</b> The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y2 Sum)</li> <li>•Democracy is a system of government where everyone has a say (Y3 Sum)</li> <li>•Slavery is a system where people are owned by other</li> </ul>	<ul style="list-style-type: none"> <li>•The <b>Vikings</b> were groups of people from <b>Scandinavia</b> who were most powerful in 9th and 10th centuries</li> <li>•The Vikings were <b>warriors</b>, but archaeological evidence suggests that the size and ferocity of Viking forces has been exaggerated</li> <li>•The Vikings were skilled <b>craftsmen</b> and had an extensive <b>trade</b> network</li> <li>•The Vikings participated in a <b>slave trade</b></li> <li>•Evidence shows that the Vikings <b>migrated</b> to and <b>settled</b> in Britain</li> </ul>	<ul style="list-style-type: none"> <li>•The transatlantic slave trade was one of the big building blocks of the British Empire (Y6 Sum)</li> <li>•Harold Hardraada was the last Viking to invade England. He was defeated by Harold Godwinson at the battle of Stamford Bridge, just before Harold Godwinson was himself defeated by William the Conqueror at the battle of Hastings in 1066 (KS3)</li> </ul>

	and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation.		<p>people. Slaves are forced to work for no money (Y5 Aut)</p> <ul style="list-style-type: none"> <li>•<b>Geography:</b> Trade is the process of buying and selling goods (Y5 Aut)</li> <li>•<b>Geography:</b> Trade has become increasingly global (Y5 Aut)</li> <li>•The Anglo-Saxons established seven kingdoms which eventually became five, then three. By ~AD 1000 England was united for the first time under one Anglo-Saxon king (Y6 Aut)</li> <li>•<b>Geography:</b> Migration is the process of moving from one place to another (Y6 Spr)</li> <li>•<b>Geography:</b> Migration can be short term or long term (Y6 Spr)</li> <li>•<b>Geography:</b> People migrate because of push and pull factors (Y6 Spr)</li> <li>•<b>Geography:</b> Push and pull factors can be categorised as social, economic, political and environmental (Y6 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>•The Vikings had elements of <b>democracy</b> including 'things'</li> <li>•Vikings occupy a significant place in our popular culture, and there have been many different interpretations of them</li> <li>•The Vikings could be presented as violent warriors or noble explorers, depending on who was writing and when</li> </ul>	
	<b>Disciplinary Knowledge</b>	<ul style="list-style-type: none"> <li>•<b>Causation:</b> Historians can argue that one cause is more important than another (Y5 Spr)</li> <li>•<b>Historical evidence:</b> Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically (Y3 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Causation:</b> Historians interpret primary and secondary sources and build arguments to explain the causes of events</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Causation:</b> Understanding the historiography of causation; historians' arguments are always informed by the time and place in which they live(d) (KS3)</li> </ul>	

			<ul style="list-style-type: none"> <li>•<b>Historical evidence:</b> Historians cross-reference sources in order to build confidence (Y5 Spr)</li> </ul>		
	<b>Vertical Concept</b>		<ul style="list-style-type: none"> <li>•<b>Community &amp; family:</b> Systems of slavery have existed in communities and civilisations across the world for a long time. Slaves could be taken from different communities based on their wealth (Y5)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Community &amp; family:</b> Slaves could be taken from different communities based on their race, ethnicity or gender</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Community &amp; family:</b> Issues of modern slavery that remain in the world today (KS3)</li> </ul>
	<p><b>Summer</b></p> <p><b>Global history: Power, empire and democracy</b></p> <p>A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today</p>		<ul style="list-style-type: none"> <li>•<b>Geography:</b> There are seven continents in the world, six of which people live on (Y1 Sum)</li> <li>•<b>Geography:</b> Kenya is a country in Africa (Y1 Sum)</li> <li>•An empire is a group of countries or places ruled by one person (Y3 Spr)</li> <li>•<b>Geography:</b> Indigenous people are the first people who lived in the place, and the generations of people who came after (Y4 Aut)</li> <li>•Slavery is a system where people are owned by other people. Slaves are forced to work for no money (Y5 Aut)</li> <li>•Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5 Spr)</li> <li>•Europeans believed that their knowledge was superior to the traditional knowledge of indigenous people, and took over many places across the world (Y5 Sum)</li> <li>•Indigenous peoples fought to resist the Europeans and maintain their traditional knowledge (Y5 Sum)</li> </ul>	<ul style="list-style-type: none"> <li>•The <b>British Empire</b> grew from the sixteenth century and, at its peak, ruled a quarter of the world's land</li> <li>•The British Empire substantially changed the lives of the people it <b>colonised</b>, without giving people any choice</li> <li>•The British maintained control of its colonies with <b>physical, economic, institutional, intellectual</b> and <b>informal</b> power (case studies of India and South Africa)</li> <li>•The British Empire declined after the world wars, and countries such as India and Kenya gained <b>independence</b> after prolonged independence movements</li> <li>•The <b>Windrush generation</b> are people who arrived from <b>Commonwealth</b> countries 1948-71. Many were victims of <b>racial discrimination</b></li> <li>•The <b>British civil rights movement</b> in Britain gained momentum in the 1960s with the <b>Notting Hill Race Riots</b>, the <b>Bristol Bus Boycott</b> and <b>Trial of the Mangrove Nine</b></li> <li>•The <b>Race Relations Act</b> of 1965, 1968, 1976 made racial discrimination illegal</li> <li>•Racial equality laws have not solved all of Britain's problems, and discrimination and racism is still prevalent in some forms today</li> </ul>	<ul style="list-style-type: none"> <li>•Pupils will build on their knowledge of the British Empire, and explore how it gained and maintained power in different colonies across the world (KS3)</li> </ul>

			<ul style="list-style-type: none"> <li>•<b>Historical significance:</b> The past is everything that has happened to everyone, but we only learn about some parts in history. The rest is known as silence (Y5 Sum)</li> <li>•<b>Causation:</b> Causes can be categorised as economic, physical, institutional, social, environmental or others (Y5 Spr)</li> <li>•<b>Change &amp; continuity:</b> Changes can take place gradually (evolution) or rapidly and completely (revolution) (Y5 Aut)</li> <li>•<b>Change &amp; continuity:</b> Changes do not always mean progress (Y5 Sum)</li> <li>•<b>Similarity &amp; difference:</b> Historians should recognise the similar and different experiences that individuals from the same community have based on their age, gender, race, wealth, sexuality and other characteristics (Y5 Aut)</li> <li>•<b>Historical evidence:</b> Primary sources are sources that were created by someone who experienced the event firsthand. Secondary sources are about primary sources (Y2 Aut)</li> <li>•<b>Historical evidence:</b> Sources do not always provide an objective account of what happened in history; historians need to consider the author and purpose and analyse it critically (Y3 Spr)</li> <li>•<b>Historical evidence:</b> Political maps have changed over time (Y4 Spr)</li> <li>•<b>Chronology:</b> Describe historical periods and times using dates [AD only] and as a given number of years ago (Y4 Aut)</li> <li>•<b>Chronology:</b> Convert between a year and a century (Y4 Spr)</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Historical significance:</b> What historians consider to be significant is different to different people at different places and times</li> <li>•<b>Historical significance:</b> We, as historians, can recognise reasons for why we are studying something in a particular place or time</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Historical significance</b> is not fixed or ascribed, but is a social and cultural process that historians need to be mindful of (KS3)</li> </ul>
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