



Cycle A	Identity and Diversity	Peace and Conflict	Social Justice	Environment	Our Heritage and Our World and Beyond
KS1	Stop! That's not my story.	Ganesha's Sweet Tooth	Mae Jemison	Somebody Swallowed Stanley	Kings and Queens
	Where did the railway go? Where am I?	What is it like to live in India?	Who has visited space?	What is the weather like today? Which materials end up in the sea?	What is the role of our monarch? Which plants would the King find in his garden?
LKS2	Stone Age Boy	Escape From Pompeii	Earth Shattering Events	Greta's Story	Beowulf
	Who first lived in Britain? What can we learn from rocks?	What did we learn from the Romans? What do we know about the bodies of animals including humans?	What makes the earth angry? How do surfaces and materials impact movement and magnetic interactions?	Where would you choose to build a city? How does global warming impact living things, their classification, and their environments?	What was England like during the settlement of Anglo-Saxons, Vikings and Scots? How do solids, liquids, and gases behave and change in our everyday lives? Why don't we run out of water?
UKS2	The Golden Horsemen of Baghdad	Who Let The Gods Out?	I am Malala	The Tin Forest	Treason
	What happened during the rise and fall of the early Islamic civilization? Can you feel the force?	What was life like in Ancient Greece? Where is Greece?	How have living things changed and adapted over time? How do living things grow, reproduce, and differ from one another?	I'm a Heath Primary pupil, how do I find my way out of here?	What impact did the Tudors have on my life? What is the structure of our solar system?

Cycle B	Identity and Diversity	Peace and Conflict	Social Justice	Environment	Our Heritage and Our World and Beyond
KS1	Martha Maps	Where The Poppies Now Grow	Courageous People Who Changed Our World	Tinga Tanga Tales	Oliver Twist
	Where in the world? Why are humans not like other animals?	What makes a nurturing nurse? What happens during different seasons?	Who made our world great? How do animals grow and stay healthy?	What is it like to live in Africa? How do animals grow and stay healthy?	What was life like for a child at Heath during the Victorian era? What makes our world?
LKS2	Being you – Poems of Positivity.	Poppy Field	A Street Through Time	Wild Way Home	Egyptian Cinderella
	How are light and sound made?	Why was Remembrance so important?	Why is Sheffield such a cool place to live?	What can I find out about my local area? How do plants grow, reproduce, and survive in their environment?	What do all ancient civilisations have in common? Electricity
UKS2	Pig-Heart Boy	Once	The Boy Who Harnessed The Wind.	Journey to the river sea	The Kite Rider
	How does my area differ to others? How does my body keep me alive?	What was Hitler's role in WW2? What makes up a material?	How can we tell the time? How does electricity make things brighter and louder?	Why should rainforests be important to us all?	What was the Shang Dynasty? Light



Autumn Term		Identity and Diversity	
<div>Where did the railway go?</div> <div>NC - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life significant historical events, people and places in their own locality</div> <div>Concept: Cause and Consequence</div>			
Substantive Knowledge		Procedural Knowledge	Key Vocabulary
<div>Was there a railway in Holmewood?</div> <div><ul style="list-style-type: none">- Know there used to be a railway in Holmewood.- Be able to look for evidence in the local area.</div> <div>Why was the railway there?</div> <div><ul style="list-style-type: none">- Know that the railway was used to transport coal.- Know the railway line ran from London to Aberdeen.</div> <div>Where did the railway go?</div> <div><ul style="list-style-type: none">- Know that the pits closed in 1986 which meant there wasn't a need for the railway lines.- Know that the derelict land was used to create 'The five pits trail'.</div>		<div>Use common words and phrases, relating to the passing of time</div> <div>Understand some ways we find out about the past</div> <div>Begin to ask and answer questions</div> <div>Recognise why people did things, why events happened, and what happened as a result</div> <div>Choose and use parts of stories, and other sources, to show understanding (of concepts)</div>	<div>Railway, transport, derelict, local area.</div>



Spring Term

Social Justice

Who has visited space?

NC - events beyond living memory that are significant nationally or globally

Concept: Significance

Substantive Knowledge	Procedural Knowledge	Key Vocabulary
<p>Who was the first person to go into space?</p> <ul style="list-style-type: none"> - Know that Yuri Gagarin (from Soviet Union) was the first person to ever leave the Earth's atmosphere. - Date: April 12, 1961 - Know that his spacecraft (Vostok 1) orbited Earth one time and his flight lasted approximately 108 minutes. <p>Who first landed on the moon?</p> <ul style="list-style-type: none"> - Know that Astronauts: Neil Armstrong, Buzz Aldrin, and Michael Collins (from USA) were the first people to ever land on the moon in their spacecraft (Apollo 11) on 20th July 1969. Buzz and Neil got out of the spacecraft and walked on the surface of the moon. - Know Neil Armstrong's famous words: "That's one small step for man, one giant leap for mankind." <p>Which women have visited space?</p> <ul style="list-style-type: none"> - Know that Valentina Tereshkova (from Soviet Union) paved the way for future female astronauts and broke gender barriers in space exploration. - Know that she was the first woman in space and she carried out the solo female flight on July 16th 1963. - Know that Helen Sharman became the first British citizen, and the first British woman, to go to space. She was selected for a cooperative mission between the United Kingdom and the Soviet Union which launched on 18th May 1991. - Know that Mae Jemison expanded this diversity on 12th September 1992 by becoming the first African-American woman to go into space. <p>Who visits space now?</p> <ul style="list-style-type: none"> - Know that Tim Peake was the first British European Space Agency (ESA) astronaut who visited space in 2015 to take part in many scientific experiments. - Know that Christina Koch Set the record for the longest single spaceflight by a woman, with a total of 328 days in space starting in 2019. 	<p>Significance (events/ people)</p> <p>Talk about who was important, for example, in a simple historical account</p> <p>Choose and use parts of stories, and other sources, to show understanding (of concepts)</p>	<p>Spacecraft</p> <p>Space</p> <p>Atmosphere</p> <p>Soviet Union</p> <p>Exploration</p> <p>Diversity</p>

**Summer Term****Our Heritage and Our World and Beyond****What is the role of our monarch?**

NC - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Concept: Continuity and change/Significance

Substantive Knowledge

Procedural Knowledge

Key Vocabulary

Who is the current monarch and the members of the royal family?

- Know the current monarch of the United Kingdom is King Charles III.
- Know his immediate family members are King Charles III's immediate family includes Queen Camilla (his wife), Prince William (his son), and Prince Harry (his other son).

What are the daily duties and responsibilities of the monarch?

- Know that the duties of the monarch include:
Meeting with the Prime Minister regularly to discuss the country's issues.
Attending important events and ceremonies such as the State Opening of Parliament.
Supporting various charities and community projects, helping people across the country.

Who are our past British monarchs?

- Know some of the previous monarchs
Queen Elizabeth II was Queen from 6 February 1952 – 8 September 2022
George VI - 1936 – 1952 , Edward VIII - 1936-1936 , George V - 1910-1936 , Edward VII – 1901-1910 , Victoria – 1837 - 1901

How do our monarchs compare?

- Know that both Queen Victoria and Queen Elizabeth II impacted British history, adapting to the needs and challenges of their times and leaving legacies that continue to influence the monarchy and the nation.
- Know that Queen Victoria: Reigned for 63 years and 216 days and Queen Elizabeth II: Reigned for 70 years and 214 days, making her the longest-reigning British monarch.
- Know that Queen Victoria's reign was known as the Victorian Era during expansion for the British Empire and Queen Elizabeth II's reign, often referred to as the New Elizabethan Era, saw advances in technology, and changes in societal norms.

How do we celebrate our monarch?

Public Holidays: Special days like the monarch's birthday are celebrated with public holidays and events.

Ceremonies: Important ceremonies, such as the Trooping the Colour, are held to celebrate the monarch's birthday.

Community Events: People across the country hold street parties and community gatherings to celebrate significant royal events like coronations and jubilees.

Significance (events/ people)

Talk about who was important, for example, in a simple historical account

Continuity and change (in and between periods)

Identify similarities / differences between ways of life at different times

Identify different ways in which the past is represented

Know where all people/events studied, fit into a chronological framework

Identify similarities/ differences between periods

Monarch

Royal

Responsibilities
(letters after names)

Reign

Nation

Legacy

Victorian Era

Elizabethan Era



Autumn Term		Peace and Conflict			
<div>What makes a nurturing nurse?</div> <div>NC - the lives of significant individuals in the past who have contributed to national and international achievements</div> <div>Concept: Cause and consequence</div>					
Substantive Knowledge		Procedural Knowledge		Key Vocabulary	
<div>What makes a nurse significant?</div> <div><ul style="list-style-type: none">- Know that nurses care for individuals.- Understand what the qualities of a good person are (kind, caring, understanding, non-judgmental).</div> <div>What do Mary Seacole, Florence Nightingale and Edith Cavell have in common?</div> <div><ul style="list-style-type: none">- Know Mary Seacole and Florence Nightingale helped in the Crimean war.- Know that Edith Cavell helped in WW1.</div> <div>Why were nurses needed in the war?</div> <div><ul style="list-style-type: none">- Know that a war is conflict between countries.- Understand that wars have consequences.</div> <div>How and why do we remember these nurses?</div> <div><ul style="list-style-type: none">- Know that we have remembrance day each year</div>		<div>Begin to recognise why people did things, why events happened, and what happened as a result</div> <div>Develop an awareness of the past</div> <div>Identify similarities/ differences between periods (concepts)</div>		<div>War</div> <div>Conflict</div> <div>Remembrance</div> <div>Consequence</div> <div>Battlefield</div> <div>Nurse</div> <div>Patients</div> <div>soldier,</div>	



Spring Term

Social Justice

Who made our world great?

NC - the lives of significant individuals in the past who have contributed to national and international achievements

Concept: Similarity/Difference

Significance

Substantive Knowledge	Procedural Knowledge	Key Vocabulary
<p>Who is Emmeline Pankhurst?</p> <ul style="list-style-type: none"> - Know that Emmeline Pankhurst wanted equal rights for men and women. <p>Who is Nelson Mandela?</p> <ul style="list-style-type: none"> - Know that Nelson Mandela was the first black president in South Africa. - Know that he wanted peace. <p>Who is Mahatma Gandhi?</p> <ul style="list-style-type: none"> - Know that Mahatma Gandhi used peaceful protest to help India gain independence. <p>Who is Martin Luther King?</p> <ul style="list-style-type: none"> - Know that Martin Luther King fought for equal rights for black people using peaceful protest. <p>Who is Rosa Parks?</p> <ul style="list-style-type: none"> - Know that Rosa Parks wanted equal rights for black people. <p>This unit of learning should include the understanding of chronology through the ordering of events by being introduced to a variety of significant individuals.</p>	<ul style="list-style-type: none"> - Appreciate that events happened before they were born - Begin to use some common words and phrases, relating to the passing of time - Understanding chronology, for example, ordering three items/events chronologically - Begin to make simple observations about different types of people, events, beliefs within a society <p><i>Begin to talk about who was important, for example, in a simple historical account</i></p>	<p>Present</p> <p>date order</p> <p>Timeline</p> <p>decade</p> <p>past years</p>



Summer Term Our Heritage and Our World and Beyond		
<p>What was life like for a child at Heath during the Victorian era? NC - significant historical events, people and places in their own locality Concept: Continuity and change (in and between periods)</p>		
Substantive Knowledge	Procedural Knowledge	Key Vocabulary
<p>When was Heath Primary school built?</p> <ul style="list-style-type: none"> - Know that Queen Victoria ruled Britain from 1837 to 1901. This period is called the Victorian era. - Know that Heath was built in 1853 during Victorian era. - Be able to plot this on a timeline with other historical events: WW1, birth dates of significant individuals. <p>What would school have been like when it was first built?</p> <ul style="list-style-type: none"> - Know that school would have been different as it was strict and children learnt by rote. - Know that school only became compulsory in 1870 as a result of the Education Act. - Know that children learnt Arithmetic, Reading and Writing. Boys learnt woodwork and girls learnt housework skills. <p>What other important things happened in Holmewood during the Victorian Era?</p> <ul style="list-style-type: none"> - Know that Holmewood Colliery opened in 1868. - Know that Holmewood Colliery was used to mine coal. - Know that the 'pit' is the reason the village of Holemwood was built. 	<p>Know where all people/events studied, fit into a chronological framework Begin to use common words relating to the past Begin to Identify similarities / differences between ways of life at different times. Begin to find out about the past</p>	<p>Ruled Victorian Era Colliery</p>



Autumn Term			Identity and Diversity		
<div>Who first lived in Britain?</div> <div>NC - changes in Britain from the Stone Age to the Iron Age</div> <div>Concept: Continuity and Change</div>					
Substantive Knowledge			Procedural Knowledge		Key Vocabulary
<div>When was the Stone Age, Bronze age and Iron Age?</div> <div>- Know that the Stone Age was split into 3 periods (Paleolithic, Mesolithic, Neolithic) and began around 2.5 million years ago.</div> <div>- Know that the Bronze Age was around 2300BCE.</div> <div>- Know that Iron Age began around 800BCE and ended with the Roman invasion.</div> <div>How did the daily lives of people in Britain change from the Stone Age to the Iron Age?</div> <div>- Know the changes throughout each period</div> <div>Stone Age: Paleolithic/Mesolithic: Nomadic, basic shelters, simple stone tools. Neolithic: Farming, permanent settlements, domestication of animals.</div> <div>Bronze Age: Better farming, metal tools and weapons, social hierarchies.</div> <div>Iron Age: Iron tools, hillforts, complex tribes.</div> <div>What were the major technological advancements during the Stone Age, Bronze Age, and Iron Age?</div> <div>-Know the changes throughout each period</div> <div>Stone Age: Flint tools, fire, hunting innovations.</div> <div>Bronze Age: Bronze smelting, metal tools, roundhouses.</div> <div>Iron Age: Iron tools, hillforts, advanced agriculture.</div> <div>How did the transition from hunter-gatherer societies to settled farming communities occur, and what were the benefits and challenges of this shift?</div> <div>- Know that the transition to farming with permanent villages was around 4000 BCE.</div> <div>- Know that the benefits were steady food, population growth, trade.</div> <div>- Know that the challenges were disease, land conflicts, environmental changes.</div> <div>What evidence do archaeologists use to learn about prehistoric Britain, and what have been some of the most significant discoveries?</div> <div>- Explore a range of evidence and discoveries: Evidence: Artefacts, features (dwellings, graves), ecofacts, dating methods.</div> <div>Discoveries: Stone Age: Skara Brae, Cheddar Man. Bronze Age: Stonehenge, Beaker pottery. Iron Age: Hillforts, chariot burials.</div>			Describe main events, situations and changes within different periods/societies Make connections over time, and begin to understand that there are contrasts and trends over time. Explore and discuss a range of sources, (and how they inform our understanding of the past)		BCE, ACE, Stone Age, Bronze Age, Iron Age, Paleolithic, Mesolithic, Neolithic



Autumn Term

Peace and Conflict

What did we learn from the Romans?

NC - the Roman Empire and its impact on Britain

Concept: Significance

Substantive Knowledge

Procedural Knowledge

Key Vocabulary

What was the Roman Empire and how did it begin?

- Know that the Roman Empire began in Rome, Italy, and expanded through conquests and colonization.
- Know that Julius Caesar conquered Gaul and Emperor Claudius successfully invaded Britain in AD 43.
- Know that the Romans expanded their empire for wealth, security, political power, cultural beliefs, and population growth.

How and why did the Romans invade Britain?

- Know that Julius Caesar invaded Britain in 55 and 54 BC, and Claudius in AD 43.
- Know that the Romans invaded Britain for wealth, security, and political power.
- Know that the invasion disrupted native British tribes leading to battles and adaptation to Roman rule.

How was the Roman military organised and what were Roman forts in Britain like?

- Know that the Roman military was organised into legions, cohorts, and centuries.
- Know that Roman forts in Britain served as military bases and defensive structures.
- Know that Roman soldiers in Britain had rigorous training, construction duties, and -participated in battles.

How did the Romans change Britain with their infrastructure and culture?

- Know that Roman roads, baths, and buildings improved infrastructure and reshaped towns in Britain.
- Know that Roman laws, governance, and Latin were introduced to Britain.
- Know that the Romans brought engineering, agriculture, literature, and art to Britain.

Who were the Iceni tribe and how did they initially interact with the Romans?

- Know that the Iceni tribe lived in modern-day Norfolk, England.
- Know that the Iceni had initially peaceful relations with Romans, but later conflicts arose.

Who was Boudica and what role did she play as a leader of the Iceni tribe?

- Know that Boudica was the queen of the Iceni tribe and led an uprising against Roman rule.
- Know that women in early British tribes held significant roles, including leadership.

What were the causes and key events of Boudica's revolt against the Romans?

- Know that Boudica's revolt was caused by mistreatment and land seizure by Romans.
- Know that Boudica's forces used guerrilla tactics and attacked Roman cities.

What were the outcomes and impacts of Boudica's revolt on Roman Britain?

- Know that the Romans defeated Boudica's revolt with reinforcements and strategic counter-attacks.
- Know that Boudica's revolt caused destruction but led to tighter Roman control.
- Know that Boudica is a symbol of resistance and inspiration.

Significance (events/ people) – Identify historically significant people and events in situations, and begin to understand their importance.

Address and begin to devise historically valid questions

Explore and discuss a range of sources, (and how they inform our understanding of the past)

Roman Empire
Rome
Julius Caesar
Emperor Claudius
Expansion
Conquest
Colonisation
Gaul
Invasion
Iceni Tribe
Boudica
Resistance
Revolt
Military
Legion
Cohort
Century
Roman Fort
Infrastructure
Architecture
Latin
Roman Laws
Engineering
Agriculture
Literature
Guerrilla
Infrastructure
Governance
Native Tribes
Roman Rule



Summer Term			Our Heritage and Our World and Beyond		
<p>What was England like during the settlement of Anglo-Saxons, Vikings and Scots?</p> <p>NC - Britain’s settlement by Anglo-Saxons and Scots</p> <p>Concept: Similarity / Difference</p>					
Substantive Knowledge		Procedural Knowledge		Key Vocabulary	
<p>Who were the Anglo-Saxons and Scots?</p> <ul style="list-style-type: none">- Know that Anglo-Saxons were in Britain from 410 – 1066 AD- Know they arrived from Denmark, Germany and Netherlands, the tribes were called Anglo-Saxons and Jutes- Know that they had a class system, which included a king, thanes, churls and slaves. <p>How did the Anglo-Saxons divide Britain? (Anglo-Saxon kingdoms)</p> <ul style="list-style-type: none">- Know the Anglo-Saxons divided England into seven kingdoms with a different King ruling each.- The Kingdoms were: Mercia, Wessex, Essex, Sussex, East Anglia, Kent and Northumbria. <p>What were Anglo-Saxons settlements like?</p> <ul style="list-style-type: none">- Know that churls and their families lived in one-room homes with little furniture.- Know that thanes lived in a large hall in the centre of the village, they would hold regular feasts for all villagers in his hall.- Know that many place names in Britain are derived from the Anglo-Saxons, including those ending in ‘ham’ and ‘shire’. <p>How did the Anglo-Saxons live? (Village life)</p> <ul style="list-style-type: none">- Know that men, women and children worked in the fields around their village.- Know that craft workers with special skills would work in the village as wood workers, metal smiths.- Know that men would all be trained in battle but they had no full time soldiers. <p>What did the Anglo-Saxons believe in? (Religion)</p> <ul style="list-style-type: none">- Know the Romans left behind a mostly Christian Britain.- Know that Anglo-Saxons brought their belief of many gods and goddesses with them. They also believed in powerful nature spirits.		<p>Develop a chronological understanding of history</p> <p>Examine clear narratives, within and across, periods studied</p> <p>Construct informed responses, by examining relevant historical information</p> <p>Explore social, cultural, religious and ethnic diversity in Britain, and the wider world</p>		<p>class, invade, king, thanes, churls, slaves, Kingdom, Witan, settlement,</p>	



Summer Term

Our Heritage and Our World and Beyond

What was England like during the settlement of Anglo-Saxons, Vikings and Scots?

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

Concept: Similarity / Difference

Substantive Knowledge	Procedural Knowledge	Key Vocabulary
<p>Who were the Vikings?</p> <ul style="list-style-type: none"> - Know that Vikings came from areas that are now part of Norway, Denmark and Sweden. - Know that Vikings were skilled shipbuilders and navigators as they first lived by the sea, on lands with many lakes and rivers. <p>Where did the Vikings invade and why?</p> <ul style="list-style-type: none"> - Know that they invaded Europe, Africa, Asia and North America. - Know that the Vikings wanted to expand their territory as their population grew. <p>How did the Vikings get here?</p> <ul style="list-style-type: none"> - Know the ships Vikings used to invade were called longships. - Know Longships had dragon heads on the front to scare their enemies. - Know Longships were narrow so they could sail up rivers to attack inland towns and villages. <p>When did they arrive in England and what happened when they invaded?</p> <ul style="list-style-type: none"> - Know that in 793AD, Vikings started to raid England but did not settle. - Know that during a raid, Vikings stole valuables, killed people and set fire to villages. - Know the Anglo-Saxons and Vikings battled for around 20 years. <p>When and why did they settle in England?</p> <ul style="list-style-type: none"> - Alfred the Great, an Anglo-Saxon leader, agreed to peace with the Vikings in the 880s. - The Vikings were given the Danelaw which was an area including Derby, Leicester, Nottingham, Lincoln and Stamford. - Place names ending in ‘-by’ (meaning farm or settlement) were given by the Vikings. <p>The Anglo-Saxons and Vikings continued to battle until 1066, due to the Norman conquest.</p>	<p>Develop a chronological understanding of history</p> <p>Examine clear narratives, within and across, periods studied</p> <p>Construct informed responses, by examining relevant historical information</p> <p>Explore social, cultural, religious and ethnic diversity in Britain, and the wider world</p>	<p>Vikings</p> <p>Territory</p> <p>Invasion</p> <p>Longships</p> <p>Settlements</p> <p>Raid</p> <p>Conquest</p>



Autumn Term			Peace and Conflict
<p>Why is remembrance so important?</p> <p>NC - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Concept: Cause and consequence</p>			
Substantive Knowledge		Procedural Knowledge	Key Vocabulary
<p>Why did WW1 begin and which countries were involved?</p> <ul style="list-style-type: none"> - Know WW1 began in 1914. - Know that it started because of alliances. - Know the countries involved (Germany, Austria-Hungary, Bulgaria and the Ottoman Empire (the Central Powers) fought against Great Britain, France, Russia, Italy, Romania, Canada, Japan and the United States (the Allied Powers). <p>How did people become soldiers?</p> <ul style="list-style-type: none"> - Know that propaganda influenced men to join. - Discover important roles in the war such as farmers. <p>What was life like for Soldiers?</p> <ul style="list-style-type: none"> - Know that they lived in trenches in treacherous conditions. <p>What were the key battles of war?</p> <ul style="list-style-type: none"> - Know and order key battles of WW1 including The Battle Of Somme and Marne. <p>What was happening in Britain?</p> <ul style="list-style-type: none"> - Know that food was rationed. - Know that women and children took job roles. <p>When and why did WW1 end?</p> <ul style="list-style-type: none"> - Know that WW1 ended on 11th November 1918, known as Armistice Day. - Know what the Treaty of Versailles is. <p>How do we remember the war today?</p> <ul style="list-style-type: none"> - Know that we celebrate remembrance on the 11th November each year. 		<p>Identify reasons for and results of historical events.</p> <p>Explore and discuss a range of sources, (and how they inform our understanding of the past)</p>	<p>Propaganda, Treaty, Ration, Armistice, alliances, allies, front line, infantry, trench,</p>





Summer Term			Our Heritage and Our World and Beyond		
<p>What do all ancient civilisations have in common?</p> <p>NC - an overview of where and when the first civilizations appeared</p> <p>Concept: Continuity and change</p>					
Substantive Knowledge			Procedural Knowledge		Key Vocabulary
<p>What is meant by a civilisation?</p> <ul style="list-style-type: none">- Know that a civilisation the process by which a society or place reaches an advanced stage of social and cultural development. <p>Why is the Ancient Sumer civilisation significant?</p> <ul style="list-style-type: none">- Know that that period lasted between 5300BC to 1940BC.- Know that it developed around the Euphrates and Tigris rivers - the area of modern-day Iraq.- Know that they were renowned for their innovation, including the development of the 60-minute clock system we use today as was writing and the recording of a number system. <p>Why is the Indus Valley civilisation significant?</p> <ul style="list-style-type: none">- Know that that period began over 5000 years ago.- Know that it was developed around the Indus river in the area of modern-day Pakistan.- Know that the people were one of the first in the world to introduce sanitation systems to their cities with a network of drains- Know that less is known about this civilisation because of the difficulty deciphering their writing system. <p>Why is the Shang Dynasty of Ancient China significant?</p> <ul style="list-style-type: none">- Know that the period lasted between 1600BC to 1046BC.- Know that it was developed around the Yellow river in central China - now the People’s Republic of China (PRC)- Know that it was significant because it was the first well-documented dynasty in China. <p>Why is the Ancient Egyptian Civilisation important significant?</p> <ul style="list-style-type: none">- Know that the period began over 5000 years ago.- Know that it was developed around the River Nile (today’s Egypt in north Africa) ☐- Know the history of the lands is usually broken into three kingdoms: Old, Middle and New and that they were ruled by a sequence of Pharaohs. <p>What do all ancient civilisations have in common?</p> <ul style="list-style-type: none">- Know that in many ways these civilisations were similar - all evolved around rivers and the development of farming on fertile soils- Know that these early civilisations overlapped each other in terms of chronology but the Ancient Egyptians outlasted them all.			<p>Develop a chronological understanding of history</p> <p>Examine clear narratives, within and across, periods studied</p> <p>Make connections over time, and begin to understand that there are contrasts and trends over time.</p> <p>Understand that different versions of the past may exist.</p> <p><i>Describe main events, situations and changes within different periods/societies</i></p> <p>Address and begin to devise historically valid questions</p>		<p>BC, AD, CE, BCE, ancient, decade, century, centuries</p> <p>the names of some early civilisations: Ancient Sumer; Indus Valley; Ancient Egypt; Shang Dynasty</p>



Autumn Term

Identity and Diversity

What happened during the rise and fall of the early Islamic civilisation?

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

Concept: Significance

Substantive Knowledge

Procedural Knowledge

Key Vocabulary

What is the early Islamic Civilisation?

- Know that The early Islamic civilisation was made up of areas in the world that practiced Islam and religion played an important role in society.
- Know that the early Islamic period started in around AD600.
- Know that it started because Muhammed began getting messages from God, Muhammad later moved to the city of Medina and built a mosque.

What is the 'Golden Age of Baghdad'?

- Know that The Islamic Golden Age refers to a period in the history of Islam, traditionally dated from the 8th century to the 13th century, during which much of the historically Islamic world was ruled by various caliphates and science, economic development, and cultural works flourished.
- Know that Baghdad is the capital of Iraq and the second-largest city in the Arab world after Cairo. It is located on the Tigris river. In 752 AD, Baghdad, known as the 'Round City', was built as two large semi-circles with a mosque in the centre. Only the most important people lived inside the city walls.

What was important about Baghdad?

Silk Road: The Silk Roads was network of trading routes between the Eastern and Western worlds (mainly Asia and Europe). The Silk Road was once used as a trading route. It was around 6400km in length. Baghdad and the house of wisdom was at the centre of this silk road. It is called the Silk Road because it was first used to carry Chinese silk during the time of the Chinese Han dynasty.

Importance of trade: Baghdad's position between Europe, Africa and Asia made it ideal for a centre of trade, it became a centre of knowledge and culture. Baghdad acted as an important crossroads for trade routes (by land, river and sea).

House of Wisdom: The House of Wisdom is also known as the Grand Library of Baghdad. The House of Wisdom was a library and research facility which collected and translated scientific writing from many languages including Persian, Indian, Ancient Greek and Roman texts.

Develop a chronologically secure knowledge of history
Identify clear narratives, within and across, periods studied
Identify historically significant people and events in situations, and understand the significance of these within history.

Civilisation,
Islam, Silk Road,
House of
Wisdom, trade,



Autumn Term

Identity and Diversity

What happened during the rise and fall of the early Islamic civilisation? (page 2)

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

Concept: Significance

Substantive Knowledge

What was life like in Baghdad?

Homes: Poor people lived in tents or mud huts, while the wealthy lived in large single family homes. The large homes usually had a courtyard in the center with a fountain where people could cool off from the desert heat.

Jobs: The Islamic Empire had a big trade economy. As a result, people worked a variety of jobs including farmers, merchants, craftsmen, teachers, herders, and soldiers.

Food: A common meal during that time would have consisted of dates, honey, and milk. This same meal is often used today by Muslims to break their fast during Ramadan. Other common foods included eggplant, lentils, and water to drink. Meat, such as lamb and chicken, was rare and typically only eaten by the wealthy. Some foods were forbidden by Islam including pork and alcohol. Forbidden foods are called "haram" and allowed foods are called "halal."

Clothing: To protect from the sun, Muslims wore clothing that covered their entire bodies. Both men and women wore long shirts and loose trousers. Women often wore head scarves and veils. Men also used head coverings including turbans. Dressing modestly and covering up was also part of the Islamic religion.

What Islamic achievements have impacted our lives today?

Mathematics – widely considered to be the area Muslims contributed to the most.

Literature – huge growth in the number of books, libraries and institutions of higher learning. The House of Wisdom was founded, where scholars translated texts. Muslim colleges were open to people from all walks of life and had many characteristics of modern universities.

Medicine – hospitals treated a variety of diseases and pharmacies which treated numerous ailments were developed. Ibn Sina is considered to be one of the greatest physicians in history.

Astronomy – Islamic astronomers produced a wealth of sophisticated astronomical work.



Autumn Term

Peace and Conflict

What was life like in Ancient Greece?

NC - Ancient Greece – a study of Greek life and achievements and their influence on the western world

Concept: Continuity and change (in and between periods)

Substantive Knowledge

Procedural Knowledge

Key Vocabulary

Who were the Greeks?

- Know that the Greek Civilization flourished from around 800-350 BC.
- Know the name 'Greeks' was given by the Romans. They lived in mainland Greece and the Greek islands, but also in colonies scattered around the Mediterranean Sea. Merchants sailed between these settlements.
- Know the Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians.
- Know the Greeks called themselves Hellenes and their land was Hellas.

What was everyday life like in Ancient Greece?

- Know that Ancient Greeks lived in City States, which were run like separate countries with their own traditions and currencies.
 - Know that the market place was the social centre of each Greek city.
- Know that Most people lived by farming, fishing, and trade. Others were soldiers, scholars, scientists, and artists.
- Know that pottery is one of the most important sources of evidence for Ancient Greece.
- Know that Greek cities had beautiful temples with stone columns and statues, and open-air theatres where people sat to watch plays.
 - Know that for many Greeks, life was hard, as they were often poor and resources like water, farmland and timber for building could be scarce. For this reason, lots of Greeks sailed away to find new lands to settle (Link to why Ancient Greeks didn't just live in Greece).

What made Ancient Greece so special – what did they achieve?

- Know that literature and theatre were important aspects of Greek culture.
 - Know that the Greeks were known for their sophisticated sculpture and architecture.
 - Know the reek geographers were the first to discover that the world was round.
- The Greeks used their knowledge to make inventions like the water wheel, alarm clock, catapult and vending machine.

How did Western civilization begin in Ancient Greece and what impact has it had today?

- Know that the Greeks gave the world democracy – we use this today to decide who runs the country (women and people from foreign countries couldn't vote though – laws have developed since then).
- Know that the Greeks made important contributions to philosophy, mathematics (discovered rules about numbers and shapes), astronomy, and medicine.

Establish clear narratives, within and across, periods studied

Note connections, contrasts and trends over time

Begin to describe / make links between main events, situations and changes, within and across, different periods/societies

Regularly address and sometimes devise historically valid questions

Begin to understand how knowledge of the past is constructed, from a range of sources

Construct informed responses, by selecting relevant historical information

Ancient, civilisation, influence, democracy, philosophy, merchant



Summer Term			Our Heritage and Our World and Beyond		
<p>What impact did the Tudors have on my life?</p> <p>NC - a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p>Concept: Significance</p>					
Substantive Knowledge		Procedural Knowledge		Key Vocabulary	
<p>Who were the Tudors?</p> <p>- Know that the Tudors were a Welsh-English royal dynasty who ruled England and Wales from 1485 until 1603.</p> <p>War of Roses</p> <p>- Know that the Wars of the Roses were a series of battles that took place in England from 1455 to 1485. The fighting was between two families that claimed the right to the throne - the House of York and the House of Lancaster.</p> <p>- Know that there were 6 Tudor monarchs, with Tudor history spanning over 118 years: Henry VIII (1509-1547), Edward VI (1547-1553), Jane Grey (1553-1553), Mary I (1553-1558), Elizabeth I (1558-1603). <i>(Look at timeline of monarchs and brief overview).</i></p> <p>What was life like during the Tudor times?</p> <p>Clothing: A marker of wealth and status due to fabric being expensive and time taken to produce. Tudor clothing was usually made from natural materials like linen and wool. The upper classes could afford to wear more luxurious items made from satin, silk and velvet.</p> <p>Food and drink: Tudors who could afford it had banquets with ale, meat, cheese and bread. Other Tudors would have had pottage, bread and ale.</p> <p>Illness: Contagious diseases and regular epidemics of dysentery, tuberculosis and influenza swept through the country. They killed off rich and poor but the malnourished were less able to fight off infection and more prone to death by disease.</p> <p>Why did Henry VIII become so famous?</p> <p>- Know that Henry VIII was a British Monarch.</p> <p>- Know that he had 6 wives and longed for a son.</p> <p>- Know that he ordered the English Reformation take place.</p> <p>What links does our area have with the Tudor times?</p> <p>- Know that Hardwick Hall was built during the Tudor times.</p> <p>- Know that Bess of Hardwick was one of the richest women of her time, who built Hardwick Hall.</p>		<p>Regularly address and devise historically valid questions</p> <p>Understand how knowledge of the past is constructed, from a range of sources</p> <p>Construct informed responses, by selecting and organising relevant historical information</p> <p>Identify clear narratives, within and across, periods studied</p> <p><i>Identify historically significant people and events in situations, and understand the significance of these within history (being remembered, revealing, remarked upon, resonant and resulting in change).</i></p>		<p>dynasty,</p> <p>Tudor, Monarch,</p> <p>pottage, dysentery,</p> <p>tuberculosis, influenza,</p> <p>English Reformation</p>	



Autumn Term		Peace and Conflict	
<div>What was Hitler’s role in WW2?</div> <div>NC - a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</div> <div>Concept: Cause and consequence</div>			
Substantive Knowledge		Procedural Knowledge	Key Vocabulary
<div>Who was Hitler and why did he become the leader of Germany?</div> <div><ul style="list-style-type: none">- Know that Hitler was the leader of the Nazi party.- Know that he became the Fuhrer.</div> <div>Why did the Jewish nation suffer as a result of Hitler’s power?</div> <div><ul style="list-style-type: none">- Know that Hitler and the Nazi party had anti-semitic views linking back to WW1.- Know that the Holocaust was mass genocide of Jewish people.</div> <div>What was happening in Europe that led to the start of WW2?</div> <div><ul style="list-style-type: none">- Know that Germany lost a huge percentage of territory after the Treaty of Versailles.- Know that there was a Spanish Civil war.</div> <div>When and why did WW2 start?</div> <div><ul style="list-style-type: none">- Know that WW2 started in 1939.- Know that there are many factors that led to the start including Hitler breaking the Treaty of Versailles.</div> <div>Why was the Battle of Britain and the Blitz significant?</div> <div><ul style="list-style-type: none">- Know that the Battle of Britain, an air force battle, was between Britain and Germany which led to the bombings of towns and cities, the Blitz.</div> <div>When and how did WW2 end?</div> <div><ul style="list-style-type: none">- Know that VE day celebrates Victory in Europe day, 8th May 1945.- Know that the D-Day landings played a part in the victory.</div>		Identify and give reasons for and results of, historical events, situations and changes	Overthrow, occupation, anti-Semitism, unemployment, dictator, fascism, nationalism, authoritarian government, territory, appeasement, pact, invasion, air force,



Summer Term

Our Heritage and Our World and Beyond

What was the Shang Dynasty?

NC - a depth study of one of the ancient civilisations The Shang Dynasty of Ancient China

Concept: Similarity/Difference

Substantive Knowledge	Procedural Knowledge	Key Vocabulary
<p>When did the Shang Dynasty come to power?</p> <ul style="list-style-type: none"> - Know that the Shang Dynasty is believed to have come to power around 1600 BCE. - Know where this fits on a timeline of History. <p>Who were the leaders of the Shang Dynasty and how did they come to power?</p> <ul style="list-style-type: none"> - Know that the first Shang king was Cheng Tang who defeated the Xia dynasty in the Battle of Mingtiao. - Know that the last Shang king was Di Xin, defeated in a great battle by Wu of Zhou. <p>How did the Shang Dynasty contribute to developments in technology and art?</p> <ul style="list-style-type: none"> - Know that the Shang were known for being master bronze workers. - Know that they introduced advancements in chariot construction and war tactics. <p>What can artefacts tell us about daily life during the Shang Dynasty?</p> <ul style="list-style-type: none"> - Be able to explore different artefacts such as bronze vessels, oracle bones, pottery and remnants of dwellings. <p>How did the belief system of the Shang Dynasty influence their society and governance?</p> <ul style="list-style-type: none"> - Know that there was a strong emphasis on ancestor worship and divination. The rulers were seen as the intermediaries between the gods and the people. <p>How does the writing from the Shang Dynasty era compare to today's writing systems?</p> <ul style="list-style-type: none"> - Know that they developed early forms of Chinese writing. - Know that each symbol often represented a word or an idea, unlike the phonetic elements seen in many of today's writing systems, including the modern Chinese script. <p>Why is the Shang Dynasty considered significant in Chinese history?</p> <ul style="list-style-type: none"> - Know and explain that the Shang Dynasty's contributions to culture, society, governance, and technology have had a lasting impact, making it a cornerstone of Chinese civilisation. 	<p>Identify social, cultural, religious and ethnic diversity in Britain, and the wider world</p> <p>Explore and identify connections, contrasts and trends over time Regularly address and sometimes devise historically valid questions</p> <p>Begin to understand how knowledge of the past is constructed, from a range of sources</p> <p>Construct informed responses, by selecting relevant historical information</p>	<p>Dynasty Society Governance Oracle Bones Bronze Age Ancestor Worship Divination Yin Xu Pictographs</p>