

# Mixed age curriculum

## History

For Teachers



**United Curriculum**  
Primary  
Part of United Learning

# United Curriculum: Mixed age

## In the first year...

Year 1-2 is taught cycle B



Year 1  
age pupil



Year 2  
age pupil

Year 3-4 is taught cycle B



Year 3  
age pupil



Year 4  
age pupil

Year 5-6 is taught cycle B



Year 5  
age pupil



Year 6  
age pupil

## In the second year...

Year 1-2 is taught cycle A



Year 1  
age pupil



Year 2  
age pupil

Year 3-4 is taught cycle A



Year 3  
age pupil



Year 4  
age pupil

Year 5-6 is taught cycle A



Year 5  
age pupil



Year 6  
age pupil

## In the third year...

Year 1-2 is taught cycle B



Year 1  
age pupil



Year 2  
age pupil

Year 3-4 is taught cycle B



Year 3  
age pupil



Year 4  
age pupil

Year 5-6 is taught cycle B



Year 5  
age pupil



Year 6  
age pupil

Both of these pupils should have been taught everything in Years 1-4.

Both of these pupils will be taught new content.

The **Year 6 age pupil** will have previously done Cycle B for Year 5-6, and so should be stretched to link new learning to prior knowledge from Cycle B.

The **Year 5 age pupil** may need to be taught about a very small number of specific concepts or ideas that are required for Cycle A (e.g. slavery in history, cells in science) that are required for both Cycle A and Cycle B.



# United Curriculum: Mixed age

## The mixed-age curriculum outline for science, history and geography:

- **Takes account of what pupils will have learnt in each year of the two-year cycle.**  
Knowledge builds in each cycle.  
Teachers should pre-teach required ideas to younger pupils who are in their first year of the two-year cycle, and challenge older pupils who are in their second year to link knowledge to learning from the previous year.
- **Makes links between science, history and geography where possible**  
Teachers should therefore ensure that they teach Cycle A or Cycle B across all three subjects.
- **Maintains, where possible, the range of topics taught in each cycle**  
Teachers should aim to teach Cycles A or B to Year 1-2, Year 3-4 and Year 5-6 classes at the same time. This will help ensure that pupils, where years are particularly heavy in biology or chemistry, or physical or human geography, they do not have this for two years in a row.
- **Requires all pupils to be following the same cycles, even if they are in single-year classes.**
- **Builds on the standard United Curriculum**  
Teachers can therefore use and adapt the range of resources that are available on the curriculum website.

The overview on slides 6-8 show where the units have been moved from the original sequence. Units that are in different places to the single-year planning have been highlighted.



# United Curriculum: Mixed age

## Why have we sequenced units in the way we have?

### History

Most of the units in the mixed-age history curriculum follow the same sequence as in the single-age planning. This means that, for pupils starting with Cycle B, the units will not follow a chronological sequence, as most of them do in the single-age planning. We have ensured pupils build their **chronological knowledge** despite this by:

- Ensuring that, at the start of each unit, pupils review a timeline of the civilisations/periods that they have each learnt about so that they can situate new learning chronologically (and geographically) in their existing schemas.
- Added 'knowledge to be taught' to some units for the younger pupils, so that chronological gaps can be filled. For example, Year 5-6 Cycle B begins with a unit focused on the Anglo-Saxons. All pupils will have learnt up to the Iron Age in Year 3-4, but only Year 6 age pupils will have learnt about Roman Britain (in Year 5-6 Cycle A). We have therefore added '*Romans inhabited Britain from 43 to 410. [From the end of the Iron Age to the beginning of the Anglo-Saxon period]*' to the knowledge to be taught to Year 5 age pupils in the Anglo-Saxon unit. This can be a placeholder to support their learning about Anglo-Saxon England before they learn about the Romans in depth, when they come to follow Cycle A in the following year.
- Switched the sequence of some of the units in Y1-2, so that both cycles include a) Living Memory, b) A thematic study of history that goes beyond living memory (transport or homes) and c) A more in-depth study of the past (Great Fire of London or a comparison of explorers).

The curriculum is designed so that pupils are taught to build an understanding of **vertical concepts**, and this is done by introducing ideas to pupils in different contexts. For example, we want Year 3 age pupils to understand what an *empire* is. When Year 3-4 is following Cycle A, Year 3 age pupils will be explicitly introduced to the term *empire* in 'Ancient Egypt' (Spr). When Year 3-4 is following Cycle B, Year 3 age pupils will be explicitly introduced to the term *empire* in 'Early Islamic Civilisation' (Spr). All pupils will build on this knowledge when they consider why other civilisations were not empires in the context of Ancient Greece (Cycle A Sum), and in Year 5-6, when they see how empires maintained control using various levers.

In some cases, **disciplinary knowledge** is taught to pupils in each year group. For example, Year 1 age pupils will learn about what we mean by *sources* in the first unit of Cycle A or the first unit of Cycle B. In the same units, Year 2 age pupils will be taught about the difference between *primary* and *secondary sources*. Similarly, Year 4 age pupils will compare two civilisations (Greek and Maya) in their second year of the Y3-4 curriculum, once they've studied both civilisations.

In other cases, disciplinary knowledge is taught in the most appropriate context. For example, all pupils will consider how specific contexts influence what historians consider to be significant in the Cycle B longitudinal unit on Power, Empire and Democracy, because it is the unit where pupils can most easily see connections between current events and why the school learning about certain parts of history now.



# United Curriculum: Mixed age

## Why have we sequenced units in the way we have?

### Science

Within each phase (KS1, LKS2, UKS2), the order of units has been changed so that, in each cycle knowledge builds appropriately. For example:

- In **Year 1-2**, 'Plant growth', which was in Year 2, follows 'Plants' which was in Year 1, in Cycle A. Chemistry units of 'Everyday materials' (Year 1) and 'Uses of Everyday materials' (Year 2) are both in Cycle B. This means that Cycle A is very biology heavy and Cycle B is very chemistry heavy. **It will therefore be very important to use the 'consolidation and review' units strategically.**
- In **Year 3-4**, 'Classifying organisms' follows 'Organisms' in Cycle A, so that pupils know about exoskeletons and endoskeletons before vertebrates and invertebrates.
- In **Year 5-6**, 'Evolution' follows 'Life cycles' in Cycle A so that pupils build knowledge of variation in sexual reproduction. Similarly, 'Separating Mixtures' and 'Chemical and Physical Changes' are both taught in Cycle B so that pupils can build on knowledge of reversible and irreversible changes from unit to the other.

### History

The order of units in **Year 1-2** have been changed so that, in each cycle, pupils start with now and living memory, then take a theme beyond living memory, and then consider a historical period in depth.

For **Year 3-4** and **Year 5-6**, the curriculum can be taught in two-year cycles without changes to the order of units in each year group.

### Geography

Within each phase (KS1, LKS2, UKS2), the order of units have been changed so that, in each cycle, knowledge builds appropriately. For example:

- In **Year 1-2**, 'Hot and Cold Deserts' should be taught after pupils have learnt about the Equator and the North and South Poles in 'There You Are'. 'Rivers, seas and oceans', including rivers and seas around the UK, should be taught after countries of the UK in 'Where We Are'.
- In **Year 3-4**, pupils need to have been taught the structure of the Earth (in 'Mountains and Volcanoes') to access 'Earthquakes'. Similarly, the 'Tropical Rainforests' unit builds on knowledge from 'Brazil'.
- In **Year 5-6**, 'Climate Across the World' introduces climate change which is built upon in 'Improving the Environment'.

In some cases, units have been placed in Cycle A or B so that knowledge can be built across science, history and geography. For example:

- World Trade and On the Move (**geography**) are in Cycle B with Vikings (**history**), so that pupils can reflect on geography learning and consider the Vikings as traders and migrants.
- Hot and Cold Deserts (**geography**) are Cycle A Sum1 to provide foundations for Habitats (**science**) in Cycle A Sum2.
- Climate Across the World (**geography**) is in Cycle A (Spr1) to introduce global warming before renewable and non-renewable energy is introduced in Electricity (**science**) in Cycle A (Spr2)
- Evolution (**science**) is in Cycle A (Spr1) so that pupils can learn about variation and evolution alongside considering adaptations of flora and fauna in various biomes in Climate Across the World (**geography**), which is also in Cycle A (Spr1).



# United Curriculum: Mixed age

## Using the plans

There is knowledge that **all pupils** will be able to review, because it has either been covered in an earlier phase, or earlier in the same cycle.

There is knowledge that **all pupils** need to be taught, because it is brand new to all pupils.

**All pupils** will build on some knowledge, either later in the same cycle or in a later phase.

There is not always knowledge in the **green** and **pink** boxes. In these units, all of the content is quite discrete and can be taught to both year groups together.

There maybe some parts of knowledge that **older pupils** can review from the previous cycle, that younger pupils will not yet have been taught.

Given **older pupils'** prior knowledge from the previous cycle, you can challenge these pupils to link new learning to old or, in other cases, extend their knowledge further.

B Year 5-6: Spring 2		European History: Vikings		
		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<ul style="list-style-type: none"> <li>Geography: The seas that surround the UK are the North Sea, the Irish Sea and the English Channel (Y1-2)</li> <li>Grave goods suggest that people believed in an afterlife (Y3-4)</li> <li>Democracy is a system of government where everyone has a say (Y3-4)</li> <li>The ancient Egyptians, the ancient Greeks, and ancient Maya believed in multiple gods (Y3-4)</li> <li>Anglo-Saxons gradually converted to Christianity (Y5-6 CB Aut)</li> <li>The Anglo-Saxons established seven kingdoms which eventually became five, then three. By 1000 England was united for the first time under one Anglo-Saxon king (Y5-6 CB Aut)</li> <li>Geography: Trade is the process of buying and selling goods. Trade has become increasingly global (Y5-6 CB Aut)</li> <li>Geography: Migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out). People migrate because of push and pull factors (Y5-6 CB Spr1)</li> <li>Geography: Voluntary migration usually happens because of economic or social factors (Y5-6 CB Spr1)</li> </ul>	<ul style="list-style-type: none"> <li>The Vikings were groups of people from Scandinavia who were most active in 9th and 10th centuries</li> <li>In Scandinavia, Vikings lived in longhouses, in communities of farmers and craftsmen</li> <li>The Vikings were successful sailors and sailed in longships as far as North America.</li> <li>The Vikings organised themselves in ways that had autocratic and democratic features (such as things)</li> <li>The Vikings believed in multiple gods, like Odin, Thor and Loki</li> <li>The Vikings believed in an afterlife called Valhalla, which had an end</li> <li>The Vikings gradually converted to Christianity</li> <li>The Vikings made and traded goods across Europe and beyond</li> <li>The Vikings participated in a slave trade</li> <li>The Vikings first raided monasteries England in 793 because they were rich and easy targets</li> <li>The Vikings began to settle in the 850s and tried to conquer England in 865. Danelaw was established in 878 and lasted until 974</li> <li>England had three Viking kings 1013-1042</li> <li>Vikings occupy a significant place in our popular culture, and there have been many different representations of them over the years</li> <li>The Vikings could be presented as violent warriors or noble explorers, depending on who was writing and when</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 Hardrada 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>
	Year 5 age pupils:		<ul style="list-style-type: none"> <li>Slavery is a system where people are owned by other people. Slaves are forced to work for no money (Y5-6 CA Aut)</li> </ul>	<ul style="list-style-type: none"> <li>Review use of slavery in Viking age when learning about slavery in the Roman empire</li> </ul>
	Year 6 age pupils:		<ul style="list-style-type: none"> <li>Slavery is a system where people are owned by other people. Slaves are forced to work for no money (Y5-6 CA Aut)</li> </ul>	<ul style="list-style-type: none"> <li>Review use of slavery in Roman empire (as well as in other civilisations of Egypt, Greece and Maya)</li> </ul>

There is some knowledge that you will need to teach **younger pupils** only, because older pupils will have been taught it the cycle in their previous year. (However, in reality, you may teach and review this as a whole class).

For **younger pupils**, the knowledge gained in this unit may be built upon in the next cycle.

The **disciplinary knowledge** has been laid out in the same way as the substantive knowledge. In most cases, the **vertical concepts** remain the same. It is the concept – not the context – that is usually important.

# A Year 1-2: Autumn 2

What was life like for people in the past?



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> <li>Say who lives in their house, and name their immediate and extended family (N3-4 Aut1)</li> <li><b>Science:</b> Trees are a type of plant that have a tall stem made of wood, and lots of leaves and branches (Y1-2 CA Aut1)</li> </ul>	<ul style="list-style-type: none"> <li>A <b>family tree</b> shows the relationships between different generations in a family</li> <li>Communication/schools/toys is/are different now (the <b>present</b>) and before now, in living memory (the <b>past</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Transport has changed across history so that people can travel further (between and across continents) today than they could before (Y1-2 CA Spr)</li> </ul>
Year 1 age pupils:		<ul style="list-style-type: none"> <li><b>Living memory</b> is the time that can be remembered by people who are alive today</li> <li>The time we are living in now is called the <b>present</b>. Things that happened before now is called the <b>past</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Homes reflect the times in which they were built, and so look different at different times in history (Y1-2 CA Sum)</li> </ul>
Year 2 age pupils:	<ul style="list-style-type: none"> <li>Vocabulary of now/before now and past and present (Y1-2 CB Aut)</li> <li>[Knowledge of past and present through a study of their local area] (Y1-2 CB Aut)</li> <li>People lived in homes that look different at different points in history (present day, Victorian, Tudor, medieval and prehistoric) (Y1-2 CB Spr).</li> </ul>	<ul style="list-style-type: none"> <li>Encourage pupils to talk about what else has changed from the past to the present, drawing on knowledge of history of local area.</li> <li>Encourage pupils to try and place the items on the timeline of homes they learnt about in CB Spr (which stretches from present day through Victorian, Tudor, medieval and prehistoric homes). Most will come from Victorian period to present day.</li> </ul>	



# A Year 1-2: Autumn 2

What was life like for people in the past?



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<ul style="list-style-type: none"> <li>• <b>Change &amp; continuity:</b> Over time, some things about a place/person stay the same and some things stay the same (Rec Sum)</li> <li>• <b>Historical evidence:</b> Look at photographs and images to see how life was different in the past (Rec Aut)</li> <li>• <b>Chronology:</b> Use vocabulary like now, then, before, after, and a long time ago (Rec Aut)</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> Archaeology is the branch of history that deals with remains of human life (Y3-4)</li> <li>• <b>Historical evidence:</b> There are limits to what historians can learn from any collection of sources (Y3-4)</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 to analyse it critically (Y3-4)</li> <li>• <b>Chronology:</b> Place dates (AD only) on a timeline (Y3-4) and dates (AD and BC) on a timeline (Y5-6).</li> </ul>
	Year 1 age pupils:		<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 using <b>sources</b></li> <li>• <b>Historical evidence:</b> Sources can be written, video/audio, images, artefacts or oral history</li> <li>• <b>Chronology:</b> Use vocabulary like now, before now, a long time before now, past and present to describe time periods.</li> <li>• <b>Chronology:</b> State whether a source shows life in the past or life in the present.</li> </ul>	
	Year 2 age pupils:	<ul style="list-style-type: none"> <li>• <b>Change &amp; continuity:</b> Historians can describe changes that have happened over time (Y1-2 CB Aut)</li> <li>• <b>Historical evidence:</b> History is the study of humans who lived in the past (Y1-2 CB Aut)</li> <li>• <b>Historical evidence:</b> Historians learn about the past by using <b>sources</b> (Y1-2 CB Aut)</li> <li>• <b>Historical evidence:</b> Sources can be written, video/audio, images, artefacts or oral history (Y1-2 CB Aut)</li> <li>• <b>Chronology:</b> Use vocabulary like now, before now, a long time before now, past and present to describe time periods. (Y1-2 CB Aut)</li> <li>• <b>Chronology:</b> State whether a source shows life in the past or life in the present. (Y1-2 CB Aut)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical evidence: Primary</b> sources are sources that were created by someone who experience the event firsthand. <b>Secondary</b> sources are written about primary sources.</li> <li>• <b>Chronology:</b> State whether a source shows life in a more or less recent time than another.</li> <li>• <b>Chronology:</b> Place a small selection of sources in order, from most to least recent.</li> </ul>	
	VCS	<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> Talk about the lives of the people in my community, including my family, and their roles in society (EYFS)</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. People in history lived in communities that look different to ours today.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> In the past, communities were smaller because people could not travel so far (Y1-2 CA Spr)</li> </ul>

# A Year 1-2: Spring

How did people travel in the past?



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p><b>All pupils:</b></p> <ul style="list-style-type: none"> <li>Show an interest in occupations linked to <b>transport</b> (and farms) (N3-4 Spr1)</li> <li><b>Living memory</b> is the time that can be remembered by people who are alive today (Y1-2 CA Aut)</li> </ul>	<ul style="list-style-type: none"> <li>We can <b>travel</b> in many ways today.</li> <li><b>Transport</b> options have changed in living memory.</li> <li>Apollo 11 was the mission that sent two men to walk on the Moon.</li> <li>The <b>Wright</b> brothers invented the <b>aeroplane</b> 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 <b>locomotives</b>.</li> <li>Karl Benz invented the first car, and Henry Ford developed the <b>assembly line</b>, which was a new way of making cars that made them affordable for everyone.</li> <li>Options to travel in space, in the air, by car or by train have changed over time.</li> <li>People in the past could travel less far than we can today.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will learn more detail about Michael Collins when comparing him to Sacagawea (Y1-2 CA Sum)</li> <li>Quest for knowledge (Y5-6 CA Sum); considering how knowledge spread and developed as people travelled further across the globe at different times in history.</li> </ul>
Year 1 age pupils:			<ul style="list-style-type: none"> <li>Homes reflect the times in which they were built, and so look different at different times in history (Y1-2 CB Spr)</li> </ul>
Year 2 age pupils:	<ul style="list-style-type: none"> <li>History of homes: how homes have looked different over time (from prehistoric homes to the present day). (Y1-2 CB Spr)</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly review the timeline of homes that pupils learnt about in Cycle B, and talk about the fact that history of transport covered in this unit would fit around the homes of present day and Victorian homes.</li> <li>Prior to locomotives (i.e. in Tudor, medieval and prehistoric periods that pupils learnt about in Cycle B), people relied on walking, horse-pulled transport, and small boats that would be sailed and/or rowed.</li> </ul>	



# A Year 1-2: Spring

How did people travel in the past?



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:			<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 (Y3-4)</li> </ul>
	Year 1 age pupils:		<ul style="list-style-type: none"> <li>• <b>Historical significance:</b> Historians choose to study people or events from the past because they resulted in change.</li> <li>• <b>Chronology:</b> Represent historical periods using arrows on a blank timeline, to begin to understand the scale of human history</li> </ul>	
	Year 2 age pupils:	<ul style="list-style-type: none"> <li>• <b>Chronology:</b> Represent historical periods using arrows on a blank timeline, to begin to understand the scale of human history (Y1-2 CB Spr)</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.</li> </ul>	
Vertical concepts		<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> My local community was different for families at different times in history. People in history lived in communities that look different to ours today (Y1-2 CA Aut)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> In the past, communities were smaller because people could not travel so far</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 (Y3-4)</li> </ul>



# A Year 1-2: Summer 2

## Explorers: Sacagawea and Michael Collins



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p><b>All pupils:</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 (Y1-2 CA Spr)</li> <li>• <b>Apollo 11</b> was the mission that sent two men to walk on the Moon (Y1-2 CA Spr)</li> </ul>	<ul style="list-style-type: none"> <li>• <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.</li> <li>• <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.</li> <li>• Sacagawea joined the <b>Lewis &amp; Clark expedition</b> to explore and make maps of North America.</li> <li>• Michael Collins joined <b>Apollo 11</b>, a mission to the Moon to try and win the Space Race.</li> <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>	<ul style="list-style-type: none"> <li>• The experience of Native Americans and other indigenous peoples across the world during colonisation (Y5)</li> </ul>
	<p><b>Year 1 age pupils:</b></p>		
	<p><b>Year 2 age pupils:</b></p> <ul style="list-style-type: none"> <li>• <b>Science:</b> The Moon in the sky is more visible at night (Y1-2 CB Aut1)</li> </ul>		



# A Year 1-2: Summer 2

Explorers: **Sacagawea and Michael Collins**



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:		<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 and difference:</b> Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences (Y3-4).</li> </ul>
	Year 1 age pupils:			
	Year 2 age pupils:			
Vertical concepts		<ul style="list-style-type: none"> <li>• <b>Quest for knowledge:</b> The technology and things we have today have not always existed (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> <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>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 (Y3-4)</li> </ul>



# B Year 1-2: Autumn 1

## Local history: How has our school and community changed over time?



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> <li>The place where we live looked different at different times in history (Rec Sum)</li> <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>	<ul style="list-style-type: none"> <li>Our school and our local area have changed over time. There have been school buildings on our site since 1880 (in the time of Queen Victoria), but the original building is no longer there. What is now our junior building was opened in 1895.</li> <li>We can make observations of what they are like now by going on walks around the school and the local area. We can compare with the same places in photographs. (<b>sources</b>)</li> <li>We can talk to people who are alive today about their experiences as teachers, pupils and/or residents in the local area.</li> <li>We can identify similarities and differences using <b>primary sources</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Why is Emmeline Pankhurst famous today? (Y4 Sum) A second Local History unit focuses on a significant individual who has links with Salford and Manchester.</li> </ul>
		<ul style="list-style-type: none"> <li><b>Living memory</b> is the time that can be remembered by people who are alive today</li> <li>The time we are living in now is called the <b>present</b>. Things that happened before now is called the <b>past</b>.</li> </ul>	
	<p>Year 2 age pupils:</p> <ul style="list-style-type: none"> <li>Vocabulary of now/before now and past and present (Y1-2 CB Aut)</li> <li>History of transport and how it has changed over time, including Wright brothers' first flight; Henry Ford's car and assembly line; and Stephenson's locomotive the 'Rocket'.</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly refer to the history of transport as appropriate in your local history study. For example, place photographs of your local area in the past on a timeline (without numbers) which show the key developments in transport – as is available in resources for the transport unit.</li> </ul>	



# B Year 1-2: Autumn 1

## Local history: How has our school and community changed over time?



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:			<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> Archaeology is the branch of history that deals with remains of human life (Y3-4)</li> <li>• <b>Historical evidence:</b> There are limits to what historians can learn from any collection of sources (Y3-4)</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 to analyse it critically (Y3-4)</li> <li>• <b>Chronology:</b> Place dates (AD only) on a timeline (Y3-4) and dates (AD and BC) on a timeline (Y5-6).</li> </ul>
	Year 1 age pupils:		<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 using <b>sources</b></li> <li>• <b>Historical evidence:</b> Sources can be written, video/audio, images, artefacts or oral history</li> <li>• <b>Chronology:</b> Use vocabulary like now, before now, a long time before now, past and present to describe time periods.</li> <li>• <b>Chronology:</b> State whether a source shows life in the past or life in the present.</li> </ul>	
	Year 2 age pupils:	<ul style="list-style-type: none"> <li>• <b>Change &amp; continuity:</b> Historians can describe changes that have happened over time (Y1-2 CA Aut)</li> <li>• <b>Historical evidence:</b> History is the study of humans who lived in the past (Y1-2 CA Aut)</li> <li>• <b>Historical evidence:</b> Historians learn about the past by using <b>sources</b> (Y1-2 CA Aut)</li> <li>• <b>Historical evidence:</b> Sources can be written, video/audio, images, artefacts or oral history (Y1-2 CA Aut)</li> <li>• <b>Chronology:</b> Use vocabulary like now, before now, a long time before now, past and present to describe time periods. (Y1-2 CA Aut)</li> <li>• <b>Chronology:</b> State whether a source shows life in the past or life in the present. (Y1-2 CA Aut)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical evidence: Primary</b> sources are sources that were created by someone who experience the event firsthand. <b>Secondary</b> sources are written about primary sources.</li> <li>• <b>Chronology:</b> State whether a source shows life in a more or less recent time than another.</li> <li>• <b>Chronology:</b> Place a small selection of sources in order, from most to least recent.</li> </ul>	
	VCS	<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> Talk about the lives of the people in my community, including my family, and their roles in society (EYFS)</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. People in history lived in communities that look different to ours today.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> In the past, communities were smaller because people could not travel so far (Y1-2 CA Spr)</li> </ul>

# B Year 1-2: Spring

Where did people live in the past?



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> <li>Many people lived and worked in castles in the past (Rec Spr)</li> <li><b>Geography:</b> Human settlements can be a city, town or village, depending on their size (Y1-2 CB Aut)</li> <li><b>Geography:</b> Rural means countryside; urban means towns and cities (Y1-2 CB Aut)</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 (Y1-2 CB Aut2)</li> </ul>	<ul style="list-style-type: none"> <li>Different people live in lots of different types of home!</li> <li>Our homes are made of lots of different <b>materials</b> like bricks and glass.</li> <li>Our homes have lots of different features that help us do tasks like cook food, stay warm, and go to the toilet.</li> <li>Homes look different at different times in history, including in living memory.</li> <li>In the Victorian period (before living memory), people lived in cramped houses like <b>back-to-back</b> houses. Houses were made of bricks and glass.</li> <li>Features of homes meant that Victorians did everyday tasks differently than we do today.</li> <li>In the Tudor period (before the Victorians) most people lived in <b>rural</b> areas.</li> <li>Houses were made of wood and <b>wattle and daub</b>. In the <b>urban</b> areas, <b>jettying</b> was used to give people more space.</li> <li>Features of homes meant that Tudors did everyday tasks differently than we do today.</li> <li>In the medieval period (before the Tudors), <b>motte-and-bailey castles</b> were built to protect people. Features included <b>keep, motte, bailey, palisade</b> and <b>gatehouse</b>.</li> <li>Motte-and-bailey castles were made of wood and <b>wattle and daub</b></li> <li>A very long time ago, in the prehistoric period, people lived in small <b>villages</b>, in <b>roundhouses</b> with just one room. They were made of wood and wattle and daub.</li> </ul>	
Year 1 age pupils:			
Year 2 age pupils:	<ul style="list-style-type: none"> <li>History of transport and how it has changed over time, including Wright brothers' first flight; Henry Ford's car and assembly line; and Stephenson's locomotive the 'Rocket'.</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly review the timeline of homes that pupils learnt about in Cycle B, and talk about the fact that history of transport covered in this unit would fit around the homes of present day and Victorian homes.</li> <li>Prior to locomotives and Stephenson's Rocket – so in Tudor, medieval and prehistoric periods – people relied on walking, horse-pulled transport, and small boats that would be sailed and/or rowed.</li> </ul>	



# B Year 1-2: Spring

Where did people live in the past?



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<ul style="list-style-type: none"> <li>• <b>Causation:</b> My actions can make something happen (e.g. pull a chair). (N3-4)</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> Some things have lots of causes (Y1-2 CB Sum)</li> <li>• <b>Causation:</b> Causes can be long-term conditions or short-term triggers (Y1-2 CB Sum)</li> <li>• <b>Causation:</b> Some things have lots of causes that are connected in some way (Y3-4)</li> </ul>
	Year 1 age pupils:		<ul style="list-style-type: none"> <li>• <b>Chronology:</b> Represent historical periods using arrows on a blank timeline, to begin to understand the scale of human history</li> </ul>	
	Year 2 age pupils:	<ul style="list-style-type: none"> <li>• <b>Chronology:</b> Represent historical periods using arrows on a blank timeline, to begin to understand the scale of human history (Y1-2 CA Spr)</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.</li> </ul>	
Vertical concepts		<ul style="list-style-type: none"> <li>• <b>Quest for knowledge:</b> The technology and things we have today have not always existed (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> <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>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 (Y3-4)</li> </ul>





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• Monarchs (kings and queens) are important people who help rule a country (Rec Spr)</li> <li>• <b>Geography:</b> The capital city of England is London (Y1-2 CB Spr)</li> <li>• In the Tudor period, in the <b>urban</b> areas, <b>jettied</b> was used to give people more space (Y1-2 Spr CB)</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> <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>	<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 (Y5-6 CA Sum2)</li> </ul>
Year 1 age pupils:			
Year 2 age pupils:			



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<ul style="list-style-type: none"> <li>• <b>Causation:</b> Things happen because something causes them to happen (Y1-2 CB Spr)</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 may be remembered today.</li> <li>• <b>Causation:</b> 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 (Y3-4)</li> <li>• <b>Causation:</b> Some things have lots of causes that are connected in some way (Y3-4)</li> </ul>
	Year 1 age pupils:		<ul style="list-style-type: none"> <li>• <b>Historical significance:</b> Historians choose to study people or events from the past because they resulted in change.</li> </ul>	
	Year 2 age pupils:	<ul style="list-style-type: none"> <li>• <b>Historical significance:</b> Historians choose to study people or events from the past because they resulted in change (Y1-2 CA Sum)</li> </ul>		
Vertical concepts		<ul style="list-style-type: none"> <li>• <b>Power, empire and democracy:</b> The Queen is an important person where we live (EYFS)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire and democracy:</b> The King or Queen in England has power to make new rules or laws</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire and democracy:</b> Different places have different systems of government. Some can be autocratic, some can be democratic (Y3-4)</li> <li>• <b>Power, empire and democracy:</b> Not all democracies are the same. The UK has a democracy (Y3-4)</li> </ul>



# A Year 3-4: Autumn

## North American History: Ancient Maya civilisation



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<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>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</li> </ul> <p><b>Note:</b> The lesson slides for this unit – in the original curriculum – encourages pupils to compare Maya with Greek civilisations. You should remove these aspects for teaching the whole class, and use these only with the Year 4 age pupils who will have learnt about ancient Greece in cycle A.</p>	<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 (Y5-6)</li> </ul>
	Year 3 age pupils:	<ul style="list-style-type: none"> <li>An <b>autocracy</b> is place where one person or one group can rule exactly as they want to forever</li> <li><b>Democracy</b> is a system of <b>government</b> where everyone has a say</li> <li>A <b>city-state</b> is a city and the surrounding land that has its own <b>government</b> and <b>identity</b></li> <li>A <b>government</b> is the system or people who rule a place</li> <li>A <b>civilisation</b> is a group of people and their society, culture and way of life.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will review Maya hieroglyphics and pyramids when learning about the ancient Egyptians (Y3-4 CA Spr)</li> <li>Pupils will learn about the ancient Greeks – specifically city-states, gods, and temples – and compare this to their knowledge of the ancient Maya (Y3-4 CA Sum).</li> </ul>
	Year 4 age pupils:	<ul style="list-style-type: none"> <li>An <b>autocracy</b> is place where one person or one group can rule exactly as they want to forever (Y3-4 CA Spr)</li> <li>A <b>government</b> is the system or people who rule a place (Y3-4 CA Sum)</li> <li>A <b>civilisation</b> is a group of people and their society, culture and way of life (Y3-4 CA Sum)</li> <li>A <b>city-state</b> is a city and the surrounding land that has its own <b>government</b> and <b>identity</b> (Y3-4 CA Sum)</li> <li>Egyptians built pyramids to honour the pharaoh (half man half god) (Y3-4 CA Spr)</li> <li>Egyptians wrote in hieroglyphics (Y3-4 CA Spr)</li> <li>Ancient Greeks used skills in architecture to build <b>temples</b> to honour their gods. Ancient Greeks believed in multiple <b>gods</b> and wrote myths</li> </ul>	

# A Year 3-4: Autumn

## North American History: Ancient Maya civilisation



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<ul style="list-style-type: none"> <li>• <b>Similarity and difference:</b> Similarities and differences exist between two individuals who lived in the past (Y1-2)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chronology:</b> Describe historical periods using dates (AD only) and as a given number of years ago.</li> <li>• <b>Chronology:</b> Place dates (AD only) on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Similarity and 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 or other characteristics (Y5-6)</li> <li>• <b>Chronology:</b> Recognise and use AD/BC and CE/BCE accurately (Y5-6)</li> <li>• <b>Chronology:</b> Use vocabulary like decade, century and millennium (Y5-6)</li> </ul>
	Year 3 age pupils:		<ul style="list-style-type: none"> <li>• <b>Similarity and difference:</b> Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences.</li> </ul>	
	Year 4 age pupils:	<ul style="list-style-type: none"> <li>• <b>Similarity and difference:</b> Historians sometimes group people together to make explanations easier, but every individual in the past had similar and different experiences (Y3-4 CA Aut)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Similarity and difference:</b> Historians can consider the similarities and differences between people in two historical civilisations [<b>Ancient Greeks</b> from Cycle A and <b>ancient Maya</b>]</li> </ul>	
Vertical concepts		<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 (Y3-4 CB Spr)</li> </ul>





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p><b>All pupils:</b></p> <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 (Y3-4 CB Aut1)</li> <li>• A civilisation is a group of people and their society, culture and way of life (Y3-4 CB Aut)</li> <li>• <b>Science:</b> The digestive system is the group of organs that help your body digest food (Y3-4 CB Aut2)</li> <li>• <b>Science:</b> Role of the stomach and the small intestine (Y3-4 CB Aut2)</li> </ul>	<ul style="list-style-type: none"> <li>• The <b>Early Islamic Civilisation</b> began with the founding of Islam by the Prophet Mohammad in 610</li> <li>• The Early Islamic Civilisation was an <b>empire</b>, led by the <b>caliph</b>.</li> <li>• The Early Islamic Empire stretched across Eastern Europe, Northern Africa and Western Asia</li> <li>• The people of the Early Islamic Empire were connected by their <b>common identity</b> and religion, as well as geographical (political) boundaries</li> <li>• <b>Baghdad</b> was founded in 762 and became the capital city, 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 medicine including <b>holistic</b> treatments, <b>free 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> <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>	<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 (Y5-6 CA Aut)</li> <li>• The Early Islamic Empire was around at the same time as the Anglo-Saxons and Vikings in England, but the two civilisations looked very different (Y5-6 CB Aut and Spr)</li> </ul>
Year 3 age pupils:		<ul style="list-style-type: none"> <li>• An empire is a group of countries or places ruled by one person (Y3 Spr)</li> </ul>	
Year 4 age pupils:	<ul style="list-style-type: none"> <li>• An empire is a group of countries or places ruled by one person. Ancient Egypt was an empire, but ancient Greece was not.(Y3-4 CA Spr).</li> </ul>	<ul style="list-style-type: none"> <li>• Explicitly compare the Islamic caliph to the Egyptian pharaoh. What did they both lead? Where were their respective empires?</li> </ul>	





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<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 may be remembered today (Y1-2).</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> </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 (Y5-6)</li> <li>• <b>Chronology:</b> Recognise and use AD/BC and CE/BCE accurately (Y5-6)</li> <li>• <b>Chronology:</b> Use vocabulary like decade, century and millennium (Y5-6)</li> </ul>
	Year 3 age pupils:		<ul style="list-style-type: none"> <li>• <b>Chronology:</b> Use vocabulary like decade and century.</li> </ul>	
	Year 4 age pupils:	<ul style="list-style-type: none"> <li>• <b>Chronology:</b> Use vocabulary like decade and century (Y3-4 CA Sum)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chronology:</b> Convert between a year and a century.</li> </ul>	
Vertical concepts		<ul style="list-style-type: none"> <li>• <b>Quest for knowledge:</b> Different civilisations across the world developed similar knowledge independently (Y3-4 CA Aut)</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 (Y5-6)</li> </ul>



# A Year 3-4: Summer

## Local History: Why is Emmeline Pankhurst famous today?



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p>All pupils:</p> <ul style="list-style-type: none"> <li>Observing and using <b>primary sources</b> to identify <b>similarities and differences</b> relating to our school and local area, between the <b>past</b> and the <b>present</b>. (Y2 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>Life was different for specific groups of people when Emmeline Pankhurst was alive, focusing on children and on women.</li> <li>There were events in her early life which interested her in campaigning for women's right to vote.</li> <li>Emmeline Pankhurst's contributions had an impact at local, national and even international scale.</li> <li>She continued to be an inspiration and influence on the women's movement after her death.</li> </ul>	<ul style="list-style-type: none"> <li>Further, more sophisticated study of the history of the local area (KS3) 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 age pupils:			
Year 4 age pupils:			



# A

## Year 3-4: Summer

### Local History: Why is Emmeline Pankhurst famous today?



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	<p>All pupils:</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>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 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>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>	<ul style="list-style-type: none"> <li>• <b>Local history:</b> Local history archives can be an invaluable source of information for historians.</li> </ul>	
	Year 3 age pupils:		
	Year 4 age pupils:		
Vertical concepts		<ul style="list-style-type: none"> <li>• <b>Historical Significance:</b> Emmeline Pankhurst was a significant individual from our local area, whose impact is still recognised today.</li> </ul>	



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> Sources can be written, video/audio, images, artefacts or oral history (Y1-2)</li> <li>• <b>Historical evidence:</b> Primary sources are sources that were created by someone who experience the event firsthand. Secondary sources are written about primary sources (Y1-2)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical evidence:</b> Archaeology is the branch of history that deals with remains of human life.</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> Historians cross-reference sources in order to build confidence (Y5-6)</li> </ul>
	Year 3 age pupils:			
	Year 4 age pupils:			
Vertical concepts		<ul style="list-style-type: none"> <li>• <b>Community &amp; family:</b> People in history lived in communities that look different to ours today (Y1-2)</li> </ul>	<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>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 (Y5-6)</li> </ul>





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	All pupils:	<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 Spr)</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 traces that they made when they were alive (Y3 Aut)</li> <li>• <b>Science:</b> Trace fossils include imprints of a mark left by an animal, the imprint of a feather or poo (Y3 Aut)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Homo sapiens</b> have lived on Earth for a relatively short time; they shared the Earth with Neanderthals but not with dinosaurs</li> <li>• <b>Prehistory</b> refers to the study of humans before there was writing</li> <li>• Prehistoric Britain is split into the <b>Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age</b></li> <li>• <b>Hunter-gatherers</b> are people who travel looking for animals to hunt and plants and berries to gather</li> <li>• <b>Agriculture</b> is the farming of plants (<b>arable</b>) and animals (<b>pastoral</b>) 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 <b>settled, larger</b> and homes became more <b>sophisticated</b></li> <li>• The lack of written sources mean that it is difficult to know what people believed</li> <li>• The design of <b>hillforts, stone circles</b> and <b>geoglyphs</b> suggest that the natural world was very important</li> <li>• <b>Stonehenge</b> and other stone circles are made of <b>sedimentary</b> and <b>igneous</b> rocks</li> <li>• Grave goods suggest that people believed in an <b>afterlife</b></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 age pupils:			
	Year 4 age pupils:			





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• <b>Geography:</b> There are seven continents in the world, six of which people live on (Y1-2)</li> <li>• <b>Geography:</b> Hot deserts have a very hot and dry climate (Y1-2)</li> <li>• Prehistoric Britain is split into the Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age and Iron Age (Y3-4 CA Aut2)</li> <li>• Stonehenge and other stone circles are made of sedimentary and igneous rocks (Y3-4 CA Aut2)</li> <li>• Burials suggest that people believed in an afterlife, and reflect the lives they lived (Y3-4 CA Aut2)</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>• 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 <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 Greeks (Y3-4 CA Sum) and Romans (Y5-6) 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 (Y5-6)</li> <li>• The Roman Empire (Y5-6) were relatively autocratic civilisations</li> </ul>
Year 3 age pupils:		<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>• Ancient Maya built <b>pyramids</b> to honour their gods and built temples on top of them (Y3-4 CB Aut)</li> <li>• Ancient Maya used <b>hieroglyphics</b> to write (Y3-4 CB Aut)</li> </ul>
Year 4 age pupils:	<ul style="list-style-type: none"> <li>• An <b>autocracy</b> is place where one person or one group can rule exactly as they want to forever (Y3-4 CB Aut)</li> <li>• Ancient Maya built <b>pyramids</b> to honour their gods and built temples on top of them (Y3-4 CB Aut)</li> <li>• Ancient Maya used <b>hieroglyphics</b> to write (Y3-4 CB Aut)</li> <li>• An <b>empire</b> is a group of countries or places ruled by one person (Y3-4 CB Spr)</li> </ul>	<ul style="list-style-type: none"> <li>• Explicitly reference the <b>autocratic</b> Maya <b>kings</b> when learning about the autocratic Egyptian <b>pharaoh</b>.</li> <li>• Refer back to Maya <b>hieroglyphics</b> when learning about Egyptian ones.</li> <li>• Compare Maya <b>step-pyramids</b> with those built by the Egyptians (they were generally steeper and smaller)</li> <li>• Explicitly reference the size and leader (caliph) of the <b>early Islamic empire</b> with the size and leader (pharaoh) of the <b>Egyptian empire</b>, which began thousands of years before.</li> </ul>	





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	<p><b>All pupils:</b></p> <ul style="list-style-type: none"> <li>• <b>Causation:</b> Some things have lots of causes (Y1-2)</li> <li>• <b>Causation:</b> Causes can be long-term conditions or short-term triggers (Y1-2)</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 to analyse it critically.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Causation:</b> Causes can be categorised as economic, physical, institutional, social, environmental (Y5-6)</li> <li>• <b>Causation:</b> Historians can argue that one cause is more important than an other (Y5-6)</li> </ul>
	Year 3 age pupils:		
	Year 4 age pupils:		
Vertical concepts	<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 (Y1-2)</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> Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5-6)</li> </ul>





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<b>All pupils:</b> <ul style="list-style-type: none"> <li>An empire is a group of countries or places ruled by one person (Y3-4 CA Spr)</li> <li>An autocracy is a system of government where one person or one group can rule exactly as they want to forever (Y3-4 CA Spr)</li> <li>Ancient Egypt was an empire, led by an autocratic pharaoh (Y3-4 CA Spr)</li> <li>The pharaoh was considered a god on Earth, and the Egyptians built pyramids to honour them after they died (Y3-4 CA Spr)</li> <li><b>Science:</b> Aristotle (an ancient Greek thinker) developed a method for classifying plants and animals, but there are reasons why we do not use this today (Y3-4 CA Spr)</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Greece was not an empire, but was made of lots of city-states like Athens and Sparta</li> <li>Athens developed a democracy, which was more limited than ours today</li> <li>Ancient Greeks used skills in <b>architecture</b> to build temples to honour their gods</li> <li>Architectural orders include <b>Doric, Ionic</b> and <b>Corinthian</b>, and these influences can be seen in our buildings today</li> <li>Ancient Greeks believed in multiple gods and wrote <b>myths</b></li> <li>The Ancient Greeks contributed knowledge that is relevant today, including medicine, science, mathematics and astronomy</li> <li>The Ancient Greeks borrowed and built on the ideas of other <b>civilisations</b> like those in Ancient Sumer and Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Rome evolved from a monarchy, to a republic, dictatorship, one empire and then two empires. Some of these contained features of a democracy, but all were more autocratic (Y5).</li> <li>Roman gods were based on Greek gods (Y5-6).</li> <li>Isaac Newton built upon Aristotle's philosophy to promote the scientific method, the approach to science that we still use today (Y5-6).</li> </ul>
	<b>Year 3 age pupils:</b>	<ul style="list-style-type: none"> <li>A <b>city-state</b> is a city and the surrounding land that has its own <b>government</b> and <b>identity</b></li> <li>A <b>government</b> is the system or people who rule a place</li> <li>A <b>civilisation</b> is a group of people and their society, culture and way of life.</li> <li><b>Democracy</b> is a system of <b>government</b> where everyone has a say</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will learn about the ancient Maya – specifically city-states ruled by kings, gods, and pyramids – and compare this to their knowledge of the ancient Greeks (Y3-4 CB Aut).</li> </ul>
	<b>Year 4 age pupils:</b>	<ul style="list-style-type: none"> <li>A city-state is a city and the surrounding land that has its own government and identity (Y3-4 CB Aut)</li> <li>A government is the system or people who rule a place (Y3-4 CB Aut)</li> <li>A civilisation is a group of people and their society, culture and way of life (Y3-4 CB Aut)</li> <li>The Maya lived in city-states ruled by kings (Y3-4 CB Aut)</li> <li>Maya worshipped multiple gods who were each responsible for something (Y3-4 CB Aut)</li> <li>Ancient Maya built pyramids to honour their gods and built temples on top of them (Y3-4 CB Aut)</li> </ul>	<ul style="list-style-type: none"> <li>Explicitly reference Maya <b>city-states</b> when teaching about the fact that Greece was made up of lots of city-states. Compare the relationships between city-states in each place (for example, city-states were often at war in each civilisation, but Greek city-states came together more often for occasions like the Olympic games).</li> <li>Compare Greek <b>gods</b> with those of the Maya.</li> <li>Compare Maya step-pyramids and <b>temples</b> with both the Egyptian pyramids and the Greek temples.</li> </ul> <p><b>Note:</b> Refer to the Year 4 Autumn resources that teach about the Maya, because there are lots of comparisons between the Greeks and the Maya included in the slides. You can use these slides with year 4 age pupils who will have learnt about Ancient Maya previously.</p>

# B Year 3-4: Summer

## European History: Ancient Greece



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	<p><b>All pupils:</b></p> <ul style="list-style-type: none"> <li>• <b>Similarity &amp; difference:</b> Similarities and differences exist between two individuals who lived in the past (Y2 Sum)</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>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> </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</li> <li>• <b>Chronology:</b> Use vocabulary like decade and century</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chronology:</b> Describe historical periods and times using dates [AD only] and as a given number of years ago (Y4)</li> <li>• <b>Chronology:</b> Use vocabulary like decade, century and millennium (Y5)</li> <li>• <b>Similarity &amp; difference:</b> Historians can consider the similarities and differences between people in two different civilisations from the past (Y4)</li> </ul>
	Year 3 age pupils:		
	Year 4 age pupils:		
Vertical concepts	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Different places have different systems of government. Some can be autocratic (Y3 Spr)</li> <li>• <b>Power, empire &amp; democracy:</b> Empires are large areas of land that are controlled by one person or group of people (Y3 Spr)</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 (Y3)</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</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5)</li> </ul>



# A Year 5-6: Autumn

## European History: Ancient Rome



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p><b>All pupils:</b></p> <ul style="list-style-type: none"> <li>An empire is a group of countries or places ruled by one person (Y3-4)</li> <li>An autocracy is a system of government where one person or one group can rule exactly as they want to forever, e.g. Ancient Egypt and Maya (Y3-4)</li> <li>Ancient Egyptians believed that the pharaoh was half man, half god (Y3-4)</li> <li>A civilisation is a group of people and their society, culture and way of life (Y3-4)</li> <li>Democracy is a system of government where everyone has a say (Y3-4)</li> <li>Ancient Greeks believed in multiple gods and wrote myths (Y3-4)</li> <li>The Ancient Greeks contributed knowledge that is relevant today, including medicine, science, mathematics and astronomy (Y3-4)</li> <li>The Ancient Greeks borrowed and built on the ideas of other civilisations like those in Ancient Sumer and Ancient Egypt (Y3-4)</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>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>Review knowledge of Roman empire when learning about Roman Britain (Y5-6 CA Spr2)</li> <li>Review knowledge of science and technology in the Roman empire (Y5-6 CA Sum2)</li> </ul>
	<p><b>Year 5 age pupils:</b></p>	<ul style="list-style-type: none"> <li><b>Slavery</b> is a system where people are owned by other people. Slaves are forced to work for no money</li> </ul>	<ul style="list-style-type: none"> <li>Review knowledge of fall of the Roman empire before learning about rise of Anglo-Saxons in England (Y5-6 CB Aut2)</li> <li>Review gradual growth of Christianity in Roman empire when learning about gradual growth in Anglo-Saxon England (Y5-6 CB Aut2)</li> <li>Review Roman empire when learning about British empire (Y5-6 CB Sum2)</li> </ul>
	<p><b>Year 6 age pupils:</b></p> <ul style="list-style-type: none"> <li>Anglo-Saxons arrived in England after 410.</li> <li>Archaeological evidence reveals that the transition from Anglo-Saxon beliefs to Christianity was slow and complicated for individuals (Y5-6 CB Aut2)</li> <li>Slavery is a system where people are owned by other people. Slaves are forced to work for no money. Vikings traded in slaves (Y5-6 CB Spr2)</li> <li>The British Empire grew from the sixteenth century and, at its peak in 1919, covered a quarter of the world's land (Y5-6 CB Sum2)</li> </ul>	<ul style="list-style-type: none"> <li>Review how conversion to <b>Christianity</b> was a gradual process and link back to knowledge of Christianity at Sutton Hoo and Anglo-Saxon England.</li> <li>Review how Vikings also used and traded <b>slaves</b> across Europe and beyond.</li> <li>Compare size and aspects of Roman empire with the <b>British empire</b>.</li> </ul>	

# A Year 5-6: Autumn

## European History: Ancient Rome



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	<p><b>All pupils:</b></p> <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> Use negative numbers (Y4)</li> <li>• <b>Change &amp; continuity:</b> Some changes happen more quickly than others. The world is changing more quickly in more recent history (Y1-2)</li> <li>• <b>Historical evidence:</b> Political maps have changed over time (Y3-4)</li> <li>• <b>Chronology:</b> Use vocabulary like decade and century (Y3-4)</li> <li>• <b>Chronology:</b> Convert between a year and a century (Y3-4)</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>Chronology:</b> Recognise and use AD/BC and BCE/CE accurately</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Change &amp; continuity:</b> Changes do not always mean progress (Y5-6 CA Sum2)</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>
	<p><b>Year 5 age pupils:</b></p>	<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</li> </ul>	
	<p><b>Year 6 age pupils:</b></p>	<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 (Y5-6 CB Sum2)</li> </ul>	
Vertical concepts	<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 (Y3-4)</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. 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>





Substantive

Year 5-6 A: Spring 2

	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
All pupils:	<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 (Y1-2)</li> <li>• An empire is a group of countries or places ruled by one person (Y3-4)</li> <li>• The pharaoh led the ancient Egyptian empire, and the caliph led the early Islamic empire (Y3-4)</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 (Y5-6 CA Aut)</li> <li>• At its peak, the Roman Empire covered a huge area across Europe, Asia and Africa (Y5-6 CA Aut)</li> <li>• The head of state remained the most powerful person in Rome, and he was autocratic (Y5-6 CA Aut)</li> <li>• Roman religion evolved to incorporate new beliefs as the empire expanded (e.g. Greek gods) (Y5-6 CA Aut)</li> <li>• Roman science and technology - like roads and medicine - was needed more and more as the empire expanded (Y5-6 CA 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>• Britain was difficult for the Romans to control because it was far from the centre of the empire, it was one of many boundaries, and many Britons fought against Roman conquest</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>• The Romans kept control using <b>disciplined armies, forts</b>, roads and walls</li> <li>• The Roman emperor <b>delegated</b> power to the Governor in Britain, who delegated power to local leaders.</li> <li>• Taxes were collected locally and sent to the governor and emperor.</li> <li>• The Romans often allowed native tribe chiefs to continue in their roles as local leaders, as long as they submitted to Roman emperor</li> <li>• The Romans and the Britons had some shared culture, including towns, food and religion.</li> <li>• Literacy – the ability to read and write – allowed Romans to communicate quickly and to write their own versions of history</li> </ul>	<ul style="list-style-type: none"> <li>• Romans developed Latin which is the alphabet we use today (Y5-6 BA Sum)</li> </ul>
Year 5 age pupils:		<ul style="list-style-type: none"> <li>• Drivers of power can be categorised into <b>institutional, economic, physical, intellectual</b> and <b>informal</b></li> </ul>	<ul style="list-style-type: none"> <li>• Review the ways that Romans kept control in Britain and consider how these are similar to the power of Anglo-Saxon kings (Y5-6 CB Aut) and British empire (Y5-6 CB Sum)</li> </ul>
Year 6 age pupils:	<ul style="list-style-type: none"> <li>• Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5-6 CB Aut)</li> <li>• The items the Anglo-Saxon king was buried at Sutton Hoo with show he wanted to present himself as having physical, economic, intellectual and informal power (Y5-6 CB Aut)</li> <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) (Y5-6 CB Sum)</li> </ul>	<ul style="list-style-type: none"> <li>• Review how ways Romans maintained control link back to the ways that <b>Anglo-Saxons</b> and the <b>British empire</b> were powerful and maintained control (institutional, economic, physical, intellectual and informal power)</li> </ul>	



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<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> Some things that have lots of causes that are connected in some way (Y3-4)</li> <li>• <b>Historical evidence:</b> Archaeology is the branch of history that deals with the remains of human life (Y3-4)</li> <li>• <b>Historical evidence:</b> There are limits to what historians can learn from any collection of sources (Y3-4)</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 (Y3-4)</li> <li>• <b>Chronology:</b> Use vocabulary like decade and century (Y3-4)</li> <li>• <b>Chronology:</b> Recognise and use AD/BC and BCE/CE accurately (Y5-6 CA Aut)</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>Chronology:</b> Use vocabulary like decade, century and millennium</li> <li>• <b>Historical evidence:</b> Historians cross-reference sources in order to build confidence</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Chronology:</b> Describe historical periods or events using any date, and millions of years ago (KS3)</li> </ul>
	Year 5 age pupils:			<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 (Y5-6 CB Spr2)</li> </ul>
	Year 6 age pupils:	<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 (Y5-6 CB Spr2)</li> </ul>		
Vertical concepts	<ul style="list-style-type: none"> <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 (Y3-4)</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 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).</li> </ul>		





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<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>• 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>• <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 (Y5-6 CA Aut)</li> <li>• <b>Science:</b> The Sun is at the centre of the solar system - the heliocentric model (Y5-6 CA Sum2)</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 and early 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 created a new standard of 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>. They imposed western knowledge and exploited traditional knowledge.</li> <li>• Indigenous peoples fought to <b>resist</b> the Europeans and maintain their traditional knowledge</li> </ul>	
Year 5 age pupils:			<ul style="list-style-type: none"> <li>• Review British and European imposition and exploitation of knowledge as part of the British empire (Y5-6 CB Sum2)</li> </ul>
Year 6 age pupils:	<ul style="list-style-type: none"> <li>• The British Empire grew from the sixteenth century and, at its peak in 1919, covered a quarter of the world's land. (Y5-6 CB Sum2)</li> </ul>	<ul style="list-style-type: none"> <li>• Review <b>British empire</b> when discussing European imposition and exploitation of knowledge around the world.</li> </ul>	





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	<p><b>All pupils:</b></p> <ul style="list-style-type: none"> <li>• <b>Mathematics:</b> Number system over time has developed to include zero (Y4)</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 (Y3-4)</li> <li>• <b>Change &amp; continuity:</b> Changes do not follow one trajectory (Y5-6 CA Aut)</li> <li>• <b>Change &amp; continuity:</b> Changes can take place gradually (evolution) or rapidly and completely (revolution) (Y5-6 CA 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 (Y5-6 CA Aut)</li> <li>• <b>Chronology:</b> Recognise and use AD/BC and BCE/CE accurately (Y5-6 CA Aut)</li> <li>• <b>Chronology:</b> Use vocabulary like decade, century and millennium (Y5-6 CA Spr)</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>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>
	<p><b>Year 5 age pupils:</b></p>		<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 (Y5-6 CB Sum2)</li> <li>• <b>Historical significance:</b> We, as historians, can recognise reasons for why we are studying something in a particular place or time (Y5-6 CB Sum2)</li> </ul>
	<p><b>Year 6 age pupils:</b></p> <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 (Y5-6 CB Sum2)</li> <li>• <b>Historical significance:</b> We, as historians, can recognise reasons for why we are studying something in a particular place or time (Y5-6 CB Sum2)</li> </ul>		
Vertical concepts	<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 5-6: Autumn 2

## European History: Anglo-Saxons



	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<p><b>All pupils:</b></p> <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><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 (Y5-6 CB Aut1)</li> <li><b>Geography:</b> Imports are goods that are brought into the country. Exports are goods that are traded out of the country (Y5-6 CB Aut1)</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 ~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 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> <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>	<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 (Y5-6 CB Spr2)</li> <li>The British maintained control of its colonies with physical, economic, institutional, intellectual and informal power (case studies of India and South Africa) (Y5-6 CB Sum2)</li> </ul>
	<p><b>Year 5 age pupils:</b></p>	<ul style="list-style-type: none"> <li>Drivers of power can be categorised into institutional, economic, physical, intellectual and informal</li> <li>Romans inhabited Britain from 43 to 410. [From the end of the Iron Age to the beginning of the Anglo-Saxon period]</li> </ul>	<ul style="list-style-type: none"> <li>Review the gradual conversion to Christianity in Anglo-Saxon England when learning about Christianity in the Roman empire (Y5-6 CA Aut)</li> <li>Review the context and chronology of Anglo-Saxon England when learning about Roman Britain (Y5-6 CA Spr2)</li> </ul>
	<p><b>Year 6 age pupils:</b></p>	<ul style="list-style-type: none"> <li>Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5-6 CA Spr)</li> <li>Emperor Claudius was the first emperor to successfully conquer parts of Britannia in AD 43. Romans left Britannia in AD 410. (Y5-6 CA Spr)</li> <li>Many Christians were persecuted from the 1st century AD until Emperor Constantine declared tolerance for all beliefs (Y5-6 CA Spr)</li> </ul>	<ul style="list-style-type: none"> <li>Review Roman conversion to Christianity and how this spread gradually through the last days of the Roman empire to England</li> </ul>





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	<p><b>All pupils:</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 (Y1-2)</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 (Y3-4)</li> <li>• <b>Historical evidence:</b> There are limits to what historians can learn from any collection of sources (Y3-4)</li> <li>• <b>Chronology:</b> Describe historical periods and times using dates and as a given number of years ago (Y3-4)</li> <li>• <b>Science:</b> There are four main stages of enquiry (A&amp;P, M&amp;O, R&amp;P, A&amp;E) (Y1-2)</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>
	<p><b>Year 5 age pupils:</b></p>		<ul style="list-style-type: none"> <li>• <b>Chronology:</b> Recognise and use AD/BC and BCE/CE accurately</li> </ul>
	<p><b>Year 6 age pupils:</b></p>	<ul style="list-style-type: none"> <li>• <b>Chronology:</b> Recognise and use AD/BC and BCE/CE accurately (Y5-6 CA Aut)</li> </ul>	<ul style="list-style-type: none"> <li>• Use AD (and CE) to reinforce understanding of AD/BC (and CE/BCE). For example, talk about dates in the Anglo-Saxon period as <b>AD 642</b>, <b>AD 1066</b> etc.</li> </ul>
<p><b>Vertical concepts</b></p>	<ul style="list-style-type: none"> <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 (Y3-4)</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 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).</li> </ul>	





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<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 (Y1-2)</li> <li>• Grave goods suggest that people believed in an afterlife (Y3-4)</li> <li>• Democracy is a system of government where everyone has a say (Y3-4)</li> <li>• The ancient Egyptians, the ancient Greeks, and ancient Maya believed in multiple gods (Y3-4)</li> <li>• Anglo-Saxons gradually converted to Christianity (Y5-6 CB Aut)</li> <li>• The Anglo-Saxons established seven kingdoms which eventually became five, then three. By 1000 England was united for the first time under one Anglo-Saxon king (Y5-6 CB Aut)</li> <li>• <b>Geography:</b> Trade is the process of buying and selling goods. Trade has become increasingly global (Y5-6 CB Aut1)</li> <li>• <b>Geography:</b> Migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out). People migrate because of push and pull factors (Y5-6 CB Spr1)</li> <li>• <b>Geography:</b> Voluntary migration usually happens because of economic or social factors (Y5-6 CB Spr1)</li> </ul>	<ul style="list-style-type: none"> <li>• The <b>Vikings</b> were groups of people from <b>Scandinavia</b> who were most active in 9th and 10th centuries</li> <li>• In Scandinavia, Vikings lived in <b>longhouses</b>, in communities of farmers and craftsmen</li> <li>• The Vikings were successful sailors and sailed in <b>longships</b> as far as North America.</li> <li>• The Vikings organised themselves in ways that had <b>autocratic</b> and <b>democratic</b> features (such as <b>things</b>)</li> <li>• The Vikings believed in <b>multiple gods</b>, like Odin, Thor and Loki</li> <li>• The Vikings believed in an <b>afterlife</b> called Valhalla, which had an end</li> <li>• The Vikings gradually converted to Christianity</li> <li>• The Vikings made and <b>traded</b> goods across Europe and beyond</li> <li>• The Vikings participated in a <b>slave trade</b></li> <li>• The Vikings first raided monasteries England in 793 because they were rich and easy targets</li> <li>• The Vikings began to settle in the 850s and tried to conquer England in 865. Danelaw was established in 878 and lasted until 974</li> <li>• England had three Viking kings 1013-1042</li> <li>• Vikings occupy a significant place in our popular culture, and there have been many different <b>representations</b> of them over the years</li> <li>• The Vikings could be presented as violent warriors or noble explorers, depending on who was writing and when</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>
Year 5 age pupils:		<ul style="list-style-type: none"> <li>• Slavery is a system where people are owned by other people. Slaves are forced to work for no money. They have been used in several civilisations in history (e.g. Egypt, Greece, Maya)</li> </ul>	<ul style="list-style-type: none"> <li>• Review use of slavery in Viking age when learning about slavery in the Roman empire</li> </ul>
Year 6 age pupils:	<ul style="list-style-type: none"> <li>• Slavery is a system where people are owned by other people. Slaves are forced to work for no money (Y5-6 CA Aut)</li> </ul>	<ul style="list-style-type: none"> <li>• Review use of slavery in Roman empire (as well as in other civilisations of Egypt, Greece and Maya)</li> </ul>	





		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<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 (Y3-4)</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>
	Year 5 age pupils:			<ul style="list-style-type: none"> <li>• <b>Causation:</b> Causes can be categorised as economic, physical, institutional, social, environmental or others (Y5-6 CA Spr2)</li> <li>• <b>Causation:</b> Historians can argue that one cause is more important than another (Y5-6 CA Spr2)</li> </ul>
	Year 6 age pupils:	<ul style="list-style-type: none"> <li>• <b>Causation:</b> Causes can be categorised as economic, physical, institutional, social, environmental or others (Y5-6 CA Spr2)</li> <li>• <b>Causation:</b> Historians can argue that one cause is more important than another (Y5-6 CA Spr2)</li> </ul>		
Vertical concepts		<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. 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>





	Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Substantive	<ul style="list-style-type: none"> <li>• <b>Geography:</b> There are seven continents in the world, six of which people live on (Y1-2)</li> <li>• An empire is a group of countries or places ruled by one person (Y3-4)</li> <li>• <b>Geography:</b> Indigenous (native) people are the first people who lived in the place, and the generations of people who came after (Y3-4)</li> <li>• Slavery is a system where people are owned by other people. Slaves are forced to work for no money (Y5-6 CB Spr)</li> <li>• Drivers of power can be categorised into institutional, economic, physical, intellectual and informal (Y5-6 CB Aut)</li> <li>• <b>Geography:</b> Migration is the process of moving from one place to another. It does not have to be between countries, but where it is it is called immigration (in) or emigration (out). People migrate because of push and pull factor (Y5-6 CB Spr1)</li> </ul>	<ul style="list-style-type: none"> <li>• The British Empire grew from the sixteenth century and, at its peak in 1919, covered a quarter of the world's land</li> <li>• The British Empire forcefully colonised places around the world and substantially changed the lives of many of the people it <b>colonised</b></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 in the UK from <b>Commonwealth</b> countries 1948-71.</li> <li>• Many people of the Windrush generation faced <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>
Year 5 age pupils:			<ul style="list-style-type: none"> <li>• Review British empire when learning about imposition and exploitation of knowledge after the Scientific Revolution (Y5-6 CA Sum2)</li> </ul>
Year 6 age pupils:	<ul style="list-style-type: none"> <li>• Europeans believed that their knowledge was <b>superior</b> to the <b>traditional knowledge</b> of <b>indigenous people</b>. They imposed western knowledge and exploited traditional knowledge. Indigenous peoples fought to <b>resist</b> the Europeans and maintain their traditional knowledge (Y5-6 CA Sum)</li> </ul>	<ul style="list-style-type: none"> <li>• Review the fact that many people in the British empire believed that their scientific knowledge was superior to that of indigenous people, and how this was part of motivation for colonisation.</li> </ul>	

# B Year 5-6: Summer

## Global history: Power, empire & democracy



		Knowledge to be reviewed	Knowledge to be explicitly taught	How knowledge will be built upon
Disciplinary	All pupils:	<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 (Y1-2)</li> <li>• <b>Chronology:</b> Convert between a year and a century (Y3-4)</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>
	Year 5 age pupils:		<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</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 (Y5-6 CA Aut)</li> <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 (Y5-6 CA Sum2)</li> </ul>
	Year 6 age pupils:	<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 (Y5-6 CA Aut)</li> <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 (Y5-6 CA Sum2)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Historical significance:</b> Review the terminology of 'historical silence' and how this applies to the Power, empire and democracy unit</li> </ul>	
Vertical concepts		<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Drivers of power can be categorised into institutional, economic, physical, intellectual, and informal (Y5-6)</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 other people are all ways that we can exert our personal power</li> <li>• <b>Quest for knowledge:</b> Deciding what knowledge is taught in schools is a contentious decision, and people have different opinions about it</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, empire &amp; democracy:</b> Understanding how power is legitimised and wielded in different contexts and how this changes over time (KS3)</li> <li>• <b>Quest for knowledge:</b> Recognising and debating issues around 'decolonising' the curriculum and western institutions (KS3)</li> </ul>