

Locality, Healthy futures, Environment

Cycle A	Starlings			Magpies			Eagles		
	Rec	Y1		Y2	Y3		Y4	Y5	Y6
	Autumn	Autumn 2	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
<p>Composite outcome and Intent</p> <p>A strong sense of self is essential for a child's healthy development, as it fosters confidence, resilience, and emotional well-being. This topic introduces children to the concepts of similarity and difference and encourages an early exploration of chronology, helping children understand the passage of time and their own personal history.</p> <p>Local walk</p>	<p>What it is special about me?</p> <p>This is one of the earliest topics to be taught at KS1 following on from Myself. As we know this topic can engage children's senses, fire their imagination and encourage lots of interaction. Here the focus is emphatically on looking at concepts such as similarity and difference as well as old and new and change through time. We focus on the How do we know? Question to introduce the idea of evidence.</p> <p>Helston Muesum</p>	<p>How have toys changed over the last 100 years?</p> <p>In this topic, we introduce the concept of our locality history. We have selected significant local individuals – Henry Trengrouse, William Bickford and Richard Trevithick.</p> <p>Library Visit</p>	<p>Who were the famous Cornish inventors?</p> <p>This topic focuses on the earliest known humans who arrived in these lands around 900,000 years ago. During this time there were huge changes: the ice covering Britain melted; instead of hunting all the time, people learned to farm and make metal tools; they found time to worship. It helps children to understand early history.</p> <p>Visit to Carn Euny</p>	<p>How did life change in Britain during prehistory?</p> <p>This topic initially focuses mainly on personalities such as Caesar, Claudius and Boudica, concentrating on two the golden threat of invasion and empire. Opportunities are taken to use the strong archaeological record that exists for the pupils to reconstruct aspects of Roman life from the fragmentary evidence.</p>	<p>What did the Romans do for us?</p> <p>Throughout this topic, there is ample opportunity to look at causation in terms of why the different invaders came to our shore, change and continuity as the battle for control of these land ebbed and flowed, and interpretations: was Alfred really great and were the Dark Ages in Anglo-Saxon Britain really that dark?</p>	<p>Were the Anglo Saxon's really smashing?</p> <p>Benin was a very important civilization, not just within Africa but in world history too. An important part of what pupils will learn is a comparison with Benin to British society at the time, when the Saxons, Vikings and Normans were ruling.</p>	<p>What happened to the ancient Kingdom of Benin?</p> <p>This was a really significant period of huge change in industry and technology, with amazing inventions that we still use today. It relates well back to the Cornish inventors topic. This topic allows a clear build on the idea of change and continuity over a time frames.</p>	<p>How did the Victorians revolutionise Britain?</p> <p>This topic helps cement previous invasion concepts and to make comparisons. Children will learn why Britain went to war and was threatened with invasion by Hitler's Germany during the Second World War from 1939-45, just over 20 years since the horrors of the First World War. One of the most important things you will learn about relates to the world of "fake news" today. To keep up people's spirits the government produced a lot of propoganda as well as censorship to put a positive spin on events. You will learn how to spot this - an important skill for life.</p>	<p>Why did Britain go to war?</p>
First Order Concepts	Significant individuals and events	Trade	Significant individuals and events	Settlement / civilisation	Invasion / Empire	Invasion	Empire / Trade	Monarchy Empire	Invasion Empire
Disciplinary knowledge	Similarity and <u>Difference</u>	<u>Change and Continuity</u>	Historical Significance	Similarity and Difference Change and Continuity	Historical Significance Cause and Consequence	Change and Continuity Historical Significance	Cause and consequence	Historical Evidence Change and Continuity	Cause and Consequence Similarity and Difference
Key historical figures	Family timelines	Morris and Rose Michtom Religion and belief Margarete Steiff Gender	Henry Trengrouse William Bickford Richard Trevithick	Amesbury Archer Dorothy Garrod Gender	Boudica Gender Julius Ceasar Emperor Claudius	Alfred the Great	Queen Victoria Gender	Queen Victoria Gender James Watt Isambard Kingdom Brunel	Beatrice Shilling Gender Captain Tom Moore Age Alan Turing Sexual Orientation Adolf Hitler Winston Churchill
Tier 3 Vocabulary	Past, Present, Today, yesterday, tomorrow Old, young, Oldest, Newest, Timeline, Similarities, Differences.	Century/20 th Century Timeline, Past, Modern, Artefacts, Past, Changes, Present	Version, Past, Long ago, Different time, Century, Before, Chorological order.	Archaeologists, Palaeolithic Mesolithic Neolithic Hunter-Gathers B.C.A.D Prehistory, Nomad, Settlement	invasion, Inferences, Legacy, Combat, Historians, Romanisation, Centurion, Emperor	Danelew, Migration, Danegald, Pagans, Pillaged, Raid, Monastery, Conquer, Knarr, Longhouse, Dragonship, Invade, Raiders, Voyagers	Barter, Bronzes, Dynasty, Empire, Fortifications, Loot, Oba, Palace	Primary/Secondary sources Imperial, Revolution, Merchant, Legislation, Inventions, Technological, Steam	Triple Entente, Triple Alliance, Allies, Propaganda, Trench Warfare, Western Front, Impact, Air raid Battle of Britain Black Market, Rationing Blitz, Conscripton
Related/suggested Texts	This is me George Webster	The Toymaker Martin Waddell	The history of things – Neal Layton	Stone age boy Satoshi Kitamura	Romans Jeremy Strong	The Lord who lost his head Terry Deary	Children of the Benin Kingdom Dinah Orji	Street child Berlie Doherty	Letters from the lighthouse Emma Carroll
Prior knowledge	Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	Knowledge that things are different between then and now. Knowledge of their family and community. Compare characters from stories. Talk about figures from the past.	Understand the past through settings, characters and events encountered in books read in class and storytelling. Understand how to find out about the past using a range of different sources.	Beginning to place dates chronologically. An awareness of events beyond living memory. Understand where we can learn about the past from sources. (If completed year B will be aware of Stone age dates in Britain)	Places dates in chronological Compare and contrast difference in lives of the past.	Place dates chronologically. An awareness of events beyond living memory. Understand where we can learn about the past from sources (B curriculum knowledge of the Romans)	Understand the past using a range of different sources	Place dates chronologically. An awareness of events beyond living memory. Understand where we can learn about the past from sources	Place dates chronologically. An awareness of events beyond living memory. Understand where we can learn about the past from sources
Components	C1: Place three key dates from my life in order C2: Order three dates from living memory	C1: Discuss our favourite toy with reasoning C2: Explore what toys my parents and grandparents	C1: Understand who Henry Trengrouse was as a Cornish inventor Historical Significance C2: Explain the impact of Henry Trengrouse on saving lives Change and Continuity	C1: Know how long ago prehistoric man lived Similarity and Difference C2: Explain how Britain responded to the Roman	C1: Understand why the Romans invaded Britain Cause and Consequence C2: Describe how Britain responded to the Roman	C1: Know who the Anglo-Saxons and Scots were and understand why they invaded Britain. Historical Significance	C1: Understand why we are studying Benin C2: Explain what sort of place Benin was 500-1000 years ago	C1: Explain the key features of Victorian society using sources. Sources and Evidence C2: Explain how the living conditions changed during	C1: Explain why did Britain have to go to war C2: Explain why children had to be evacuated

	<p>C3: Ask questions about the past</p> <p>C4: Understand how my childhood is similar to my parents <i>Similarity and Difference</i></p> <p>C5: Understand how my childhood is different from my grandparents <i>Similarity and Difference</i></p> <p>C6: Compare pictures from then and now <i>Similarity and Difference</i></p>	<p>played with <i>Similarity and Difference</i></p> <p>C3: Know what toys were like in the past <i>Similarity and Difference</i></p> <p>C4: Compare toys now and toys in the past <i>Similarity and Difference</i></p> <p>C5: Explore how teddy bears have changed overtime <i>Change and Continuity</i></p> <p>C6: Explain how toys have changed overtime <i>Change and Continuity</i></p>	<p>C3: To understand who William Bickford was <i>Historical Significance</i></p> <p>C4: The know the impact of William Bickford's invention on mining today <i>Change and Continuity</i></p> <p>C5: To understand who Richard Trevithick was <i>Historical Significance</i></p> <p>C6: To understand the importance of the steam engine on modern day transport <i>Change and Continuity</i></p>	<p>C2: Use evidence from Skara Brae to discover about life in the Stone Age</p> <p>C3: Know who the Amesbury Archer is</p> <p>C4: Explain how bronze changed life in the Stone Age <i>Change and Continuity</i></p> <p>C5: Explain how trade changed during the Stone and Iron Age <i>Change and Continuity</i></p> <p>C6: Describe and explain the changes between the Stone Age and Iron Age <i>Change and Continuity</i></p>	<p>invasion <i>Cause and Consequence</i></p> <p>C3: Understand how Roman Soldiers were equipped for war</p> <p>C4: Understand how Roman army battle formations led to a successful invasion</p> <p>C5: Make inferences about life in Roman times <i>Cause and Consequence</i></p> <p>C6: Identify the Roman legacy in Britain <i>Historical Significance</i></p>	<p>C2: Describe the features of Anglo-Saxons settlements. <i>Change and Continuity</i></p> <p>C3: Make inferences about who was buried at Sutton Hoo and Anglo-Saxon life. <i>Sources and Evidence</i></p> <p>C4: Understand how Anglo-Saxons converted to Christianity. <i>Historical Significance</i></p> <p>C5: Understand and form opinions on King Alfred. <i>Sources and Evidence</i></p> <p>C6: Understand how Anglo-Saxon rule ended. <i>Historical Significance</i></p>	<p>C3: Explain what we can tell from about Benin society from images and artefacts that have survived <i>Historical evidence</i></p> <p>C4: Understand changes that took place when European settlers started trading <i>Change and Continuity</i></p> <p>C5: Explain why the Victorians got involved in Benin and what the effects were on Benin people. <i>Cause and Consequence</i></p> <p>C6: To explore whether the Benin Bronzes should be returned.</p>	<p>the Victorian period <i>Change and Continuity</i></p> <p>C3: Explain how the working conditions changed during the Victorian period <i>Change and Continuity</i></p> <p>C4: Explore what inventions revolutionised the lives of British people during this period <i>Change and Continuity</i></p> <p>C5: Explain the impact of the Industrial Revolution to locations in the UK <i>Change and Continuity</i></p> <p>C6: Explain the impact of the political changes that took place during the Victorian period</p>	<p>C3: Describe how Britain stood firm against the German threat</p> <p>C4: Explain how Britain coped with the effect on war on the Home Front</p> <p>C5: Explain why it was so difficult to be sure what life was really like on the Home Front</p> <p>C6: Describe what happened on VE day</p>
Assessment Checkpoints	<p>Place three dates in chronological order</p> <p>Ask questions about the past</p> <p>Describe similarities and differences between past and present</p>	<p>Discuss their favourite toy using language related to the past</p> <p>Ask questions about toys in the past</p> <p>Make comparisons between toys in the past and present</p> <p>Sequence artefacts from different periods of time</p> <p>Describe how toys have changed over time</p>	<p>Say who Henry Trengrouse was and what he did.</p> <p>Name William Bickford and what he did for mining.</p> <p>Say why Richard Trevithick is important and why he is celebrated today.</p>	<p>Explain how bronze was better than stone and the impact this had on farming</p> <p>Explain how trade increased during the Iron Age and why coins were needed</p> <p>Identify changes and continuities between the Neolithic and Iron Age periods</p> <p>Explain which period they would prefer to have lived in, providing evidence for their choice.</p>	<p>Explain the meaning of empire and invasion</p> <p>Understand the chronology of the Roman invasion of Britain</p> <p>Identify the consequences of the Roman invasion</p> <p>Explain why the Romans needed a powerful army</p> <p>Identify how the Romans changed Britain</p>	<p>Name the key features of Anglo-Saxon settlements.</p> <p>Identify reasons for the Anglo-Saxon invasion of Britain.</p> <p>Identify changes and continuities in settlements from prehistoric Britain</p> <p>Describe how Anglo-Saxons beliefs changed.</p> <p>Explain the threat the Vikings posed to the Anglo-Saxons.</p>	<p>To say why we are learning about Benin</p> <p>Explain what it was like to live in Benin in the past.</p> <p>Explain the significance of artefacts from Benin society.</p> <p>Describe the impact of European settlement for trade in Benin</p> <p>Explain the impact on Benin people when the British got involved.</p> <p>Discussion arguing for and against why the Bronzes should be returned to Benin.</p>	<p>Know the key events of the Victorian Period</p> <p>Explain the impact of the Victorian period on locations and people</p> <p>Compare political changes during the Victorian period and Ancient Greece</p> <p>Describe the legacy of the Victorian period</p>	<p>Sequence key events leading up to WW2</p> <p>Explain the impact of evacuation on families</p> <p>Explain how we know from a picture that it is showing life in Britain during the Second World War</p> <p>To evaluate a piece of wartime footage of the Blitz explaining how they know it was staged</p>

History Curriculum Plan – Cycle B

Cycle B	Starlings			Magpie			Eagles		
	Rec	Y1		Y2	Y3		Y5	Y6	
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Composite outcome and Intent	<p>Why do we celebrate Bonfire night?</p> <p>This topic helps pupils to understand the disciplinary knowledge of cause and consequence. They will be exposed to evidence to back up statements. The topic is designed for children to understand the events of the gunpowder plot.</p>	<p>What impact did Rosa Parks have on America?</p> <p>A study of the life of Rosa Parks offers great opportunities for pupils to consider the issues of injustice and racism. Both studies support learning about significant people globally who helped bring about major change. This topic helps pupils to develop historical skills and understanding in a motivating way.</p>	<p>What was it like to holiday 100 years ago?</p> <p>This topic helps build understanding of similarity and difference of holidays from the past. Linked to our locality there will be a focus on seaside holidays. Focus on speaking to family members about their holidays as children.</p> <p>Beach Trip</p>	<p>What made the fire of London so great?</p> <p>This topic is used as vehicle for taking pupils back into a different world and enables pupils to gain experience of using accessible forms of historical evidence to reconstruct the past, as well as developing pupils' understanding of cause and consequence. It also introduces our learners to London which is a key aspect of our cultural capital curriculum.</p>	<p>What was it like to be a tin miner in Cornwall?</p> <p>This topic focuses on our curriculum driver of locality. Tin mining was a key industry when studying Cornish history. This study will focus on the similarities and differences between children now and in the mining era.</p> <p>Geevor Tin mine</p>	<p>How has transport changed over the last 100 years?</p> <p>To look at how transportation has developed over time linking to our local farming and fishing communities. How has transport enabled people to travel in our locality.</p>	<p>Who were the Mayans?</p> <p>Contrast to the Iron age and to build children's world history knowledge. To understand that Mayan society was in many ways more advanced with its large cities, sophisticated stone buildings, such as temples, and complicated systems for writing and counting.</p>	<p>Were the Vikings really vicious?</p> <p>A focus on source interpretation. This topic helps children to question source validity and to challenge the notion that the Vikings were just invaders.</p>	<p>Space</p> <p>Children will explore the history of Space Exploration and create timelines of events. They will then explore the cause and effect of these historical events, and explain how they have influenced life and other events throughout history. They will also explore the Moon Landing.</p>
First Order Concepts	<i>Significant individuals</i>	<i>Significant individuals</i>	Trade	<i>Monarchy</i>	<i>Change and Continuity</i>	Trade	<i>Settlement / civilisation</i>	<i>Invasion</i>	<i>Change and continuity</i>
Disciplinary knowledge	<i>Cause and consequence</i>	<i>Similarity and Difference</i> <i>Change and Continuity</i>	Similarity and difference	<i>Historical Significance</i> <i>Cause and Consequence</i>	<i>Similarities and differences</i>	<i>Historical significance</i>	<i>Similarity and Difference</i> <i>Cause and Consequence</i>	<i>Historical Interpretation</i> <i>Sources and Evidence</i>	Similarity and difference
Key historical figures	Guy Fawkes	Rosa Parks <i>Gender and race</i>	Queen Victoria <i>Gender</i>	Oliver Wethered	Oliver Wethered	Richard Trevithick Wright brothers	<i>Lady of Tikal</i> <i>Gender, Age</i> <i>John Stephens (Gender, Race, Religion and beliefs)</i>	<i>Alfred the Great</i> <i>Guthrum</i> <i>King Canute</i>	Neil Armstrong Buzz Aldrin
Tier 3 Vocabulary	<i>Catholics, Christians, Protestant, Gun powder, Houses of Parliament, Plot</i>	<i>Human rights, Inequality, Segregation, Effect, Race, Impact, Legacy, Now-a-days</i>	Nowadays Old Past Present Today, Tomorrow	<i>Tin mines, Bal Maidens Ore, Dynamite, Arsenic, Mining</i>	Tin mines, Bal Maidens, Ore, Dynamite, Arsenic, Mining	Aviation, technology, naval, pioneer, Inventor	<i>Civilization, Chichen Itza, Itzamna, Cacao Classic period, Hieroglyphs</i>	<i>Danelaw, Migration, Danegald, Pagans, Pillaged, Raid, Monastery Conquer, Knarr</i> <i>Longhouse, Invade, Raiders, Voyagers</i>	<i>Space centre, Space race</i> <i>John F Kennedy Soviet Union</i> <i>Technological advancements</i>
Related/suggested Texts	Little glow Katie Sahota	Rosa Parks Little People, Big dreams	Dolphin boy Michael Murpurgo	Vlad and the Great fire of London Kate Cunningham	The man engine remembers Will Coleman	Kate on the case Hannah Peck	Oh Maya Gods Maz Evans	Beowulf Michael Murpurgo	Cosmic Frank Cottrell Boyce
Prior knowledge	Know some similarities and differences between things in the past and now.	Understand history beyond my life. Place dates chronologically.	Know some similarities and differences between things in the past and now. Use sources to compare.	Talk about stories from the past. Find and ask simple questions about the past. Use words and phrases such as old, new, before (I was born), after (I was born), past, present, then, now, a long time ago.	Talk about stories from the past. Find and ask simple questions about the past.	Links to Richard Trevithick. Links to the Victorians	Understanding of history beyond living memory. Knowledge of an ancient civilization. Understand BCE or CE.	Place dates chronologically. An awareness of events beyond living memory. Understand where we can learn about the past from sources (A curriculum knowledge of the Romans)	Place dates chronologically. An awareness of events beyond living memory. Understand where we can learn about the past from sources
	<p>C1: Explain what I know about Guy Fawkes night <i>Historical significance</i></p> <p>C2: Explain what Guy Fawkes did that makes us burn a guy on Bonfire night <i>Cause and Consequence</i></p> <p>C3: Describe what went wrong with the plot and how we know <i>Historical significance</i></p> <p>C4: Explain how sources can be improved <i>Historical evidence</i></p> <p>C5: Give an opinion on whether it is right to burn a guy on a bonfire</p>	<p>C1: Explain discrimination and equality</p> <p>C2: Describe Rosa Parks childhood</p> <p>C3: Explain what life was like for black people in America</p> <p>C4: Describe why Rosa Parks became an activist <i>Cause and Consequence</i></p> <p>C5: Chronologically sequence the life of Rosa Parks</p> <p>C6: Identify the impact she had on the lives of Americans <i>Historical significance</i></p>	<p>C1: Understand and can explain what features of holidays are</p> <p>C2: Use sources to discover what seaside holidays were like in the past. <i>Historical evidence</i></p> <p>C3: Explain Victorian holidays were like</p>	<p>C1: Understand the role of tin mines in Cornwall. <i>Historical significance</i></p> <p>C2: Locate three tin mines around Cornwall</p> <p>C3: Describe what it was like to work in a tin mine.</p> <p>C4: Understand the role of Bal maidens.</p> <p>C5: Understand the role of children in tin mining.</p> <p>C6: Compare my life with the lives of children in the mining era. <i>Sources and Evidence</i></p>	<p>C1: Understand the role of tin mines in Cornwall. <i>Historical significance</i></p> <p>C2: Locate three tin mines around Cornwall</p> <p>C3: Describe what it was like to work in a tin mine.</p> <p>C4: Understand the role of Bal maidens.</p> <p>C5: Understand the role of children in tin mining.</p> <p>C6: Compare my life with the lives of children in the mining era. <i>Historical evidence</i></p>	<p>C1: Use sources to describe transport between then and now. <i>Sources and evidence</i></p> <p>C2: Understand the impact local railway had on the area <i>Historical significance</i></p> <p>C3: Explain how aviation has developed over time <i>Historical significance</i></p> <p>C4: Describe how advances in transport has impacted forming <i>Historical significance</i></p> <p>C5: Explain the significance of naval advances on the local area <i>Historical significance</i></p>	<p>C1: Explain where and when did the Maya lived.</p> <p>C2: Use sources to explain how the Maya lived. <i>Historical evidence</i></p> <p>C3: Find evidence to explain why the Mayan civilisation was successful. <i>Change and Continuity</i></p> <p>C4: Explain how the Mayans ruled.</p> <p>C5: Explain what the archaeological remains tell us about Maya cities</p> <p>C5: Compare the Ancient Mayan society compare to the same period in British</p>	<p>C1: Explain when and why the Vikings came to Britain</p> <p>C2: Evaluate the validity of a source to discover information about the Vikings <i>Sources and Evidence</i></p> <p>C3: Know and explain how the Vikings travelled to Britain</p> <p>C4: Know the importance of trade to the Vikings</p> <p>C5: Explain the consequences of the Anglo-Saxon and Vikings' struggles for Britain <i>Cause and Consequence</i></p> <p>C6: Extract and interpret information from a range of</p>	<p>C1: Understand how tension between the USA and the USSR led to the Space Race.</p> <p>C2: Use sources to order key dates in the Space Race <i>Sources and Evidence</i></p> <p>C3: Describe the events of the moon landing.</p> <p>C4: Debate the validity of the moon landing sources. <i>Historical Interpretation</i></p> <p>C5: Use a range of sources to research key astronauts in the Space Race.</p> <p>C6: Explain how Space exploration has changed over time.</p>

			<p>C4: Explain what it is like to go on a seaside holiday now</p> <p>C5: Explain the similarities and differences between seaside holidays then and now <i>Similarity and difference</i></p>			<p>C6: Understand how advances in technology has impacted the local area <i>Historical significance</i></p>	<p>history <i>Similarity and difference</i></p>	<p>sources to discover what Viking life was like in Britain. <i>Sources and Evidence</i></p>	<p><i>Historical Significance</i></p>
<p>Assessment Checkpoints</p>	<p>Say who Guy Fawkes is</p> <p>Explain the plot and how it went wrong</p> <p>Say why we celebrate Guy Fawkes night.</p>	<p>Order 4 events from Rosa Parks' life</p> <p>Explain discrimination and equality</p> <p>Discuss the motivation behind Rosa Parks' actions</p> <p>Explain the impact Rosa Parks had on society</p>	<p>Place sources in chronological order</p> <p>Explain the features of a Victorian seaside holiday.</p> <p>Explain the similarities and differences of a Victorian holiday and now.</p>	<p>Describe London now and in the past</p> <p>Know what it was like to live in the 17th century</p> <p>Explain the reasons for and events of The Great Fire of London</p> <p>Explain the significance of this event for future London</p>	<p>Locate Geevor, Croft and King Edward mine on a map.</p> <p>Order and label a timeline with key dates from the mining era (at least 3 events)</p> <p>Explain the experiences of men, women and children different</p> <p>Use sources to describe life in a tin mine</p>	<p>Describe changes in transport using sources</p> <p>Explain how the local area has benefitted from railway.</p> <p>Describe how aviation has changed over time</p> <p>Explain how farming has benefitted from developments in transport</p> <p>Explain how the local area has benefitted from developments in technology.</p>	<p>Identify periods that were happening in Britain at the same time</p> <p>Recognise features of the Maya civilisation.</p> <p>Identify similarities and differences between the Maya civilisation and the Anglo-Saxons</p>	<p>Identify the different reasons for migration to Britain</p> <p>Explain where the Vikings came from and why they invaded Britain</p> <p>Describe how sources can be biased</p> <p>Explain whether the Vikings were traders or raiders and providing supporting evidence</p> <p>Identify Viking trading routes</p> <p>Identify important events in the Anglo-Saxon and Viking struggle for Britain</p>	<p>Order key events from the Space Race</p> <p>Use sources to debate the validity of an event.</p> <p>Describe the impact of the Space Race.</p>

History Curriculum Plan – Cycle C

Cycle C Y4/5/6 only	Starlings			Magpie			Eagles		
	Y1		Y2	Y3		Y4	Y5		Y6
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Composite outcome and Intent							What did the Egyptians teach us? A topic that focuses on how this civilisation had a huge impact on our world today. We can read their words, meet their families, feel their clothes, taste their food and drink, enter their tombs. It shows the shift from being hunter-gatherers to large, organised settlements.	Ancient Greece This topic enables pupils to study another civilisation. Mathematicians, scientists, poets and philosophers from this period massively influenced what came after and many such as Archimedes have become household names.	Why are the Tudors remembered? A key topic focusing on monarchy and power and the impact of the Tudors on Britain. Three concepts are given priority: causation; characteristic features of society and analysis of sources.
First Order Concepts							<i>Civilisation / settlement</i>	<i>Empire</i>	<i>Monarchy / Power</i>
Disciplinary knowledge							<i>Historical evidence</i>	<i>Change and continuity</i>	<i>Sources and Evidence</i> <i>Historical significance</i> <i>Causes and Consequence</i>
Key historical figures							<i>Cleopatra VI Gender</i> <i>Khufu Religion and Belief</i> <i>Hatshepsut Gender</i> <i>Howard Carter</i>	<i>Archimedes</i> <i>Pythagoras</i> <i>Socrates</i> <i>Homer</i>	<i>Henry VIII</i> <i>Elizabeth I Gender</i> <i>Cardinal Wolsey</i>
Tier 3 Vocabulary							<i>Civilisations, Dynasty, Mummified, Canopic jars, Sarcophagus, Hieroglyphics, Pharaoh, Cleopatra VI, Polytheism</i>	<i>Civilisations, Pharaoh, Mythos, Democracy, Architecture, Mount Olympus</i>	<i>Armada, Catholicism, Dynasty, Heir, Monarch, Protestantism, Reformation, Renaissance</i>
Related/suggested Texts							Secrets of the sun king Emma Carroll	Percy Jackson and the Lightning thief Rick Riordan	Drivers' daughter Patrice Lawrence
Prior knowledge							Knowledge and links to Mayan Society. Different features of society How societies can develop over time. How societies can impact the modern world.	Knowledge of the Ancient Egyptians and the Mayans. Different features of society How societies can develop over time. How societies can impact the modern world.	Place dates chronologically. An awareness of events beyond living memory. Understand where we can learn about the past from sources
Components							C1: Know when and where the Ancient Egyptians lived C2: Explain the importance of the Egyptian Gods and Goddesses. <i>Historical Interpretation</i> C3: Evaluate the reasons and challenges of building an Egyptian pyramid C4: Explain how and why the Egyptians mummified people C5: Explain why Tutankhamun's tomb was	C1: Understand the key chronological events of the Greeks compared with other historical periods studied. <i>Similarity and Difference</i> C2: Understand the importance of the gods and beliefs in the Ancient civilisation beliefs – focus on Greek Gods and compare. C3: Identify similarities and differences between Athens and Sparta. <i>Historical Significance</i>	C1: Explain who were the Tudor monarchs and when they lived. C2: Describe how Henry VIII has been portrayed through history. <i>Sources and Evidence</i> C3: Analyse the reasons for Henry VIII's break with Rome. <i>Historical significance</i> C4: Understand how Elizabeth I used propaganda. <i>Sources and evidence</i> C5: Deduce the reasons behind the Spanish Armada and the reasons for the Spanish defeat. <i>Cause and Consequence</i>

							<p>an important discovery <i>Sources and Evidence</i></p> <p>C6: Make inferences about Egyptians beliefs, using primary <i>Historic evidence</i></p>	<p>C4: Understand how Athenian democracy worked. <i>Similarity and Difference</i></p> <p>C5: Understand the importance of the ancient Greek philosophers. <i>Historical Interpretation</i></p> <p>C6: Identify and explain the lasting achievements of the Ancient Greek civilisation <i>Historical Interpretation</i></p>	<p>C6: Interpret information from a range of sources to explore how much England had changed during the Tudor Period. <i>Historical significance</i></p>
Assessment Checkpoints							<p>Chronological order key British and world civilisations including the Egyptians.</p> <p>Explain polytheist beliefs in Egyptian culture</p> <p>Explain the links between Ancient Egyptian beliefs and mummification</p> <p>Name sources that can be used to find out about Ancient Egyptian beliefs</p>	<p>Identify the key periods in the Ancient civilisations</p> <p>Understand what the Ancient civilisations believed in</p> <p>Compare the Ancient civilisations</p> <p>Identify the achievements of the ancient civilisations</p>	<p>Identify reasons why the Tudor Monarchs are significant in British History</p> <p>Describe the events that led to the break with Rome</p> <p>Describe the reasons and outcome of the Spanish Armada</p> <p>Describe how sources can be biased</p> <p>Identify some different ways that England had changed during Tudor times</p>