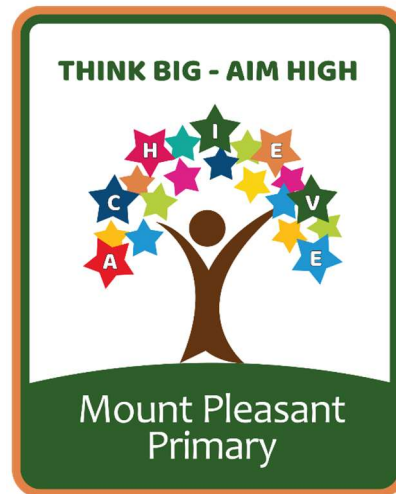


Mount Pleasant Primary School

History Curriculum



This guidance is supported by CUSP and Ofsted document and research papers, including:

<https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history>

<https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/>

The History curriculum draws upon several powerful sources of knowledge:

1. **Substantive knowledge** - this is the subject knowledge and explicit vocabulary used about the past. Common misconceptions are explicitly revealed as non-examples and positioned against known and accurate content. Misconceptions are challenged carefully and in the context of the substantive and disciplinary knowledge. In CUSP History, it is recommended that misconceptions are not introduced too early, as pupils need to construct a mental model in which to position new knowledge.
2. **Disciplinary knowledge** – this is the use of that knowledge and how children construct understanding through historical claims, arguments and accounts. We call it ‘Working Historically.’ The features of thinking historically may involve significance, evidence, continuity and change, cause and consequence, historical perspective, and contextual interpretation.
3. **Historical analysis** is developed through selecting, organising and integrating knowledge through reasoning and inference making in response to our structured questions and challenges. We call this ‘Thinking historically’
4. **Substantive concepts**, such as tax, invasion and civilisation are taught through explicit vocabulary instruction as well as through the direct content and context of the study.

PRINCIPLES

History draws upon prior learning, wherever the content is taught. For example, in the EYFS, pupils may learn about the past and present through daily activities, exploring through change, and understanding more about the lives of others through books and visitors as well as their own experiences. These experiences are drawn upon and used to position new learning in KS1.

The structure is built around the principles of advancing cumulative knowledge, chronology, change through cause and effect, as well as making connections within and throughout periods of time studied.

The History is planned so that the retention of knowledge is much more than just ‘in the moment knowledge’. The cumulative nature of the curriculum is made memorable by the implementation of Bjork’s desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks. This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with

significant periods of time, people, places and events. The History curriculum strategically incorporates a range of modules that revisit, elaborate and sophisticate key concepts, events, people and places.

A guiding principle of the History curriculum is that pupils become ‘more expert’ with each study and grow an ever broadening and coherent mental timeline. This guards against superficial, disconnected and fragmented understanding of the past. Specific and associated historical vocabulary is planned sequentially and cumulatively from Y1 to Y6. High frequency, multiple meaning words (Tier 2) are taught alongside and help make sense of subject specific words (Tier 3). Each learning module in history has a vocabulary module with teacher guidance, tasks and resources.

EYFS - Understanding of the World

Past and Present

- Talk about the lives of 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.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

KEY STAGE 1

The sequence in KS1 focuses on young children developing a sense of time, place and change. It begins with children studying **Changes within living memory** to develop an understanding of difference over time within concrete experiences of their lives. This chronological knowledge is foundational to the understanding of change over time.

Pupils study the **Lives of significant individuals**, focusing on Rosa Parks, Emily Davison, David Attenborough and Mary Anning. Chronology and place in time steers the understanding of the context in which these significant individuals lived. Terms such as legacy are introduced and used within the context of each study. This study is revisited and enhanced by studying the **Lives of further significant individuals**, including Captain Cook, Ibn Battuta, Neil Armstrong, Mae Jemison, Bernard Harris Jr and Tim Peake.

In KS1, pupils study **local history** through significant events, people and places. The locality is further understood by knowing about the places, the buildings, the events, the people that tell a story of the past.

Events beyond their living memory. Here, pupils draw upon early concepts of chronology and connect it to more abstract, but known, events in the past focusing on the Great Fire of London.

LOWER KEY STAGE 2

In LKS2, pupils study the cultural and technological advances made by our ancestors as well as understanding how historians think Britain changed throughout the **Stone, Bronze and Iron Ages**. Archaeological history guides us to know how early humans were creative, innovative and expert at surviving in changeable environments. Having an in-depth understanding of Iron Age Britain offers solid foundations for the study of how **Rome influenced Britain**. This foundational knowledge is built upon and used to support long-term retrieval to contrast culture and technology. Pupils are able to draw upon prior understanding to support and position new knowledge, therefore constructing much more stable long-term memories.

Studies of how Britain was settled by **Anglo-Saxons and Scots** gives a focus on cultural change and the influence of Christianity. Pupils study how powerful kings and their beliefs shaped the Heptarchy of Anglo-Saxon Britain.

The history curriculum also focuses on the **Struggle for throne of England** through a study of the Vikings, their origins, conquests and agreements with English Anglo-Saxon kings to settle and dwell in the region known as Danelaw.

Ancient history - **Ancient Egyptians**. The understanding of culture, people and places is central to this.

UPPER KEY STAGE 2

The study of **Ancient Greeks** allows for substantive concepts (such as invasion, law, civilisation and society) to be developed through explicit vocabulary instruction, another central component of the history curriculum.

Early Islamic civilisation is studied, learning about the influence on the western world. The understanding of culture, people and places are central to these studies. The history curriculum connects these studies with prior knowledge of what was happening in Britain at the same time. The effect of this is to deepen and connect a broader understanding of culture, people, places and events through comparison.

Recent history, such as the **Battle of Britain** is studied in the context of how conflict changed society in the Second World War. Modern history is also studied through units such as the **Windrush Generation and South Asian Immigration**. Building on learning in KS1, there is further study of the **local area** which enables pupils to understand how and why their local community has developed in the way it has after World War II. It strengthens their chronological understanding and their appreciation of how and why some things change and others remain the same. In addition to this, it develops their enquiry skills and strengthens their skills in using a range of resources such as maps, photographs, census returns and directories. Knowing about slavery, Caribbean culture, reasons for south Asian immigration and the injustice of the past enlightens pupils to understand why events happened and how these pioneers faced racism, discrimination and prejudice. PSHE and SMSC are vital components of the history curriculum. This is an integral feature of CUSP that spotlights the lessons we can learn from the past.

MPPS History Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Introduce Changes within living memory (Community)	The lives of significant individuals (Rosa Parks) Events beyond living memory (Remembrance Day)	The lives of significant individuals Mary Anning David Attenborough	Events beyond living memory Great Fire of London		Revisit Changes within living memory (Toys)
Year 2	The lives of significant individuals Explorers – why did people explore and how? Who were these explorers and what did they find? Captain Cook / Ibn Battuta	The lives of significant individuals – Space explorers Neil Armstrong Mae Jemison Bernard Harris Jr Tim Peake		Significant historical events, people and places in their own locality. Huddersfield Harold Wilson		
Year 3	Changes in Britain Stone Age - Iron Age				Roman Empire Roman impact on Great Britain	
Year 4	Settlement by Anglo-Saxons and the Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (1066)				Ancient Egypt	
Year 5	Ancient Greece	Legacy of Greek in the modern world			Ancient Civilisations- Ancient Baghdad	
Year 6		Battle of Britain	Windrush and South Asian Immigration Local History Study: How did conflict change our local area in World War 2		Five Monarchs Through Time	

History Medium Term Plan (using CUSP materials)

Highlighted sections indicate prior learning related to current unit of learning – used for retrieval practice.

Y1 - Changes within living memory	Substantive concept – COMMUNITY - Nationality, Rights, Society	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>Past and Present</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories,</p>	<p>How have I grown and changed in my life?</p> <ul style="list-style-type: none"> Identify stages (baby, toddler, pre-school and school) Order stages <p>Changes</p> <p>What is it like to live around here?</p> <ul style="list-style-type: none"> A community is a group of people living in the same space. Know that a community can share things like shops, schools, parks. Know that a community can be a city, town or village. <p>What are the shops in my community?</p> <ul style="list-style-type: none"> Know the type of shops in the community. Understand why some shops are no longer needed. <p>What were shops like in the past?</p> <ul style="list-style-type: none"> Talk about shops in the 1950s. Know that shops were small, all on the high street, used old tills with cash. <p>How have shops changed?</p> <ul style="list-style-type: none"> Explain how shops have changed over time. <p>How are shops different today from a long time ago?</p> <ul style="list-style-type: none"> Know that there are large supermarkets now. Shops are much bigger and not always together. There was no online shopping. People used cash to pay rather than cards. 	<p>Tier 2</p> <p>toddler</p> <p>timeline</p> <p>different</p> <p>compare</p> <p>memory</p> <p>Tier 3</p> <p>community</p> <p>tills</p> <p>supermarket</p> <p>customer</p> <p>bakery</p>

non-fiction texts and – when appropriate – maps		
Y1 - The lives of significant people	Substantive concept - KNOWLEDGE - COMMUNITY Past, Rights, Discovery, Discrimination, Queen, Monarchy, Explore, Society, Pioneer	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary Tier 2 rights apartheid segregation suffrage suffragette Tier 3 legacy inspire activist racism legacy significant boycott activist significant
EYFS Past and Present People, Culture and Communities History Changes within living memory	Rosa Parks Who was Rosa Parks? <ul style="list-style-type: none"> Know key facts about Rosa Parks <ul style="list-style-type: none"> Born on 4th February 1913 in Alabama, USA Died 24th October 2005 She is important because she fought for her rights in the African American Civil Rights Movement Wanted equal rights for everyone, whatever the colour of their skin Would not give up her seat on the bus to a white passenger. What did she do? <ul style="list-style-type: none"> Learn about the bus boycott Know the bus boycott timeline <ul style="list-style-type: none"> In 1950s, black people in America were treated very badly. In 1955, Rosa Parks refused to give up her seat for a white passenger. She was taken off the bus and arrested. All black people began to refuse to use buses. This lasted for a year, which lost bus companies lots of money. The law was changed so black and white people could sit together on buses. What did Rosa Parks achieve? <ul style="list-style-type: none"> Know what achievement means <ul style="list-style-type: none"> Something that is finished successfully through hard work or courage Know what Rosa Parks achieved <ul style="list-style-type: none"> She ended bus segregation Who was Emily Davison? What did she do? <ul style="list-style-type: none"> Know key facts about Emily Davison <ul style="list-style-type: none"> Born on 11th October 1872 Died 8th June 1913 Jailed 9 times whilst fighting for equal rights for women She was a suffragette; this is a team of women fighting for equal rights. Know about the suffragette movement <ul style="list-style-type: none"> In the past, men were allowed to vote for their leader but women were not. 	

	<ul style="list-style-type: none"> - Women would protest (complain) for the right to vote. • Identify women's rights between the past and present <ul style="list-style-type: none"> - Then: Women are not as intelligent as men. Now: Women are equal to men - Then: Woman could not vote. Now: Women have the right to vote. - Then: Women stay at home. Now: Women have the right to go to work <p>Compare</p> <ul style="list-style-type: none"> • Compare the lives of Rosa Parks and Emily Davison <p>What was similar and what was different?</p> <ul style="list-style-type: none"> • Similarities <ul style="list-style-type: none"> - Both fought for women's rights -Both arrested • Differences <ul style="list-style-type: none"> - Rosa protested peacefully, Emily protested violently. 	
Y1 - The lives of significant people	Substantive concept KNOWLEDGE - COMMUNITY Past, Rights, Discovery, Discrimination, Queen, Monarchy, Explore, Society, Pioneer	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
EYFS Past and Present People, Culture and Communities History Changes within living memory Lives of significant people- Rosa Parks and Emily Davison	Mary Anning Who was Mary Anning? What did she do? <ul style="list-style-type: none"> • Born on May 21st 1799 • Was an English fossil collector and expert of palaeontology (study of extinct animals and plants). • Known as one of the greatest fossil hunters in history. • Opened a shop called 'Anning's Fossil Dept' in her house which people from all over the world travelled to, to see and purchase her fossils. • Despite her important discoveries, she was excluded from the scientific community at the time because she was an uneducated working-class woman. • Died of breast cancer in 1847. What did Mary Anning discover? <ul style="list-style-type: none"> • When she was 12, her and her brother dug up the complete remains of a Ichthyosaurus skull (fish lizard skull). • Her biggest discovery was in 1823 when she found the first complete Plesiosaurus (a long neck marine reptile). • Also uncovered the fossilised remains of a flying reptile named the Dimorphodon. David Attenborough Who is David Attenborough? What does he do?	Tier 2 fossil documentary significant naturalist expedition Tier 3 legacy inspire revealed explore similar

	<ul style="list-style-type: none"> • A natural historian and broadcaster and an important climate change broadcaster. • Trained to become a TV producer despite only ever seeing one television programme. • Made a TV series called 'Zoo Quest' which filmed animals in the wild. <p>What has David Attenborough achieved?</p> <ul style="list-style-type: none"> • Encourages people to make changes to help restore biodiversity – use renewable energy and eat less meat. • Urged world leaders to take action to fight against climate change at COP26. • He is a leading figure in the fight against plastic pollution, deforestation and other issues which are having a damaging impact on our planet. • Received a knighthood from the Queen. <p>Compare Compare the lives of Mary Anning and David Attenborough.</p> <p>What was similar and what was different?</p> <ul style="list-style-type: none"> • Similarities <ul style="list-style-type: none"> -Both interested in animals • Differences <ul style="list-style-type: none"> - Mary Anning discovered fossils whereas David Attenborough educated people on live/wild animals. -Anning was excluded from the scientific community for being a woman whereas Attenborough was named a 'National Treasure' and was awarded a knighthood. 	
Y1 Events beyond living memory	Substantive concept COMMUNITY - DEMOCRACY City, Monarchy, King, Merchant, Parliament, Society, Religion	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
EYFS Past and Present People, Culture and Communities History Changes within living memory	<p>When was the Great Fire of London?</p> <ul style="list-style-type: none"> • Know what London was like in 1666 as the capital city of England • Know key facts about the Great Fire of London- <p>What? How did the fire start? Why did the fire spread so quickly?</p> <ul style="list-style-type: none"> • Know about events on Sunday 2nd – 6th September 1666 <ul style="list-style-type: none"> - Fire started in a baker's shop on Pudding Lane. 	Tier 2 bustling raged extinguished merchant engulfed Tier 3

<p>Lives of significant people- Rosa Parks and Emily Davis</p> <p>More lives of significant people- Mary Anning and David Attenborough</p> <p>Science</p> <p>Everyday materials</p>	<ul style="list-style-type: none"> - Spread easily because many of the buildings were made out of wood and built close together. - No fire brigade. Water was thrown onto buildings using buckets. - Pulled houses down to stop the spread. - St Paul's Cathedral was destroyed. <p>Evidence and change</p> <p>How do we know about the Great Fire of London?</p> <ul style="list-style-type: none"> • Know about sources of evidence, including artefacts, newspapers and diary entries from Samuel Pepys and John Evelyn. <ul style="list-style-type: none"> - There are no photographs because cameras that you could carry had not been invented yet. - Samuel Pepys wrote about what happened in his diary <p>What effect did the fire have on London?</p> <ul style="list-style-type: none"> • Know about the damage caused by the fire <ul style="list-style-type: none"> - King Charles II told people to rebuild the houses out of brick or stone to stop a fire spreading so quickly again. • Know about Sir Christopher Wren- <ul style="list-style-type: none"> - He was an architect appointed by King Charles II to rebuild London. - He made streets wider or straighter 	<p>flammable devoured possessions ineffective doused</p>
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Y1 Revisit events beyond living memory	Substantive concept COMMUNITY- DEMOCRACY City, Monarchy, King, Merchant, Parliament, Society, Religion	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>History</p> <p>Changes within living memory</p> <p>Lives of significant people- Rosa Parks and Emily Davis</p> <p>More lives of significant people- Mary Anning and David Attenborough</p> <p>Events beyond living memory- Great Fire of London</p>	<p>What do you remember about the Great Fire of London?</p> <ul style="list-style-type: none"> Flick back to the last Great Fire study SELECT the core knowledge they want to include and ORGANISE it in the blank knowledge organiser Rephrase and Retrieve <p>What happened during the Great Fire of London?</p> <ul style="list-style-type: none"> Use images from the resource section to help pupils think aloud and explain what they know. IDENTIFY features and sequence of the fire. Use images and annotations. Pupils SELECT the causes of the fire. Use knowledge notes to help prompt and elaborate with core knowledge. <p>What was the effect of the Great Fire of London and how do we know?</p> <ul style="list-style-type: none"> Retrieve the outcomes of the fire and model to pupils how to SELECT the effects that were both physical (destruction of houses and significant buildings) as well as longer term outcomes, such as thatch being replaced by tiles, stone houses being built Pupils ORGANISE this using an explanative diagram, flicking back to use prior work as a point of reference. 	<p>Tier 2</p> <p>flammable devoured possessions ineffective doused</p> <p>Tier 3</p> <p>bustling raged extinguished merchant engulfed</p>
Y2 Lives of significant people	Substantive concepts – KNOWLEDGE -COMMUNITY Explore, Rights, Freedom, Society, Frontier, Pioneer	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>History</p> <p>Lives of significant people- Rosa Parks and Emily Davis</p> <p>More lives of significant people- Mary Anning and David Attenborough</p>	<p>Pioneer</p> <p>Who was Ibn Battuta? What did he achieve?</p> <ul style="list-style-type: none"> Know key facts about Ibn Battuta and his achievements <ul style="list-style-type: none"> He was an explorer over 700 years ago. He was a Muslim man. It is believed that he visited Mecca four times. He lived so long ago that there is not much information about him. 	<p>Tier 2</p> <p>legacy inspire pioneer exploration similar</p>

<p>Events beyond living memory- Great Fire of London</p> <p>Revisit events beyond living memory</p>	<ul style="list-style-type: none"> - He travels were unusual because at the time that he lived, not many people travelled far from where they were born. • Understand the term exploration <ul style="list-style-type: none"> - An explorer is someone who travels to places that are new to them. They often go to unfamiliar places to find things out. - It is called exploration when explorers go on a journey to explore. • Know his travel route <ul style="list-style-type: none"> - He would have travelled through deserts, cities, along rivers, over oceans and seas. - He travelled on the back of donkeys, camels and horses and on ships. - In 1325 he went on his first pilgrimage to Mecca, it took him over a year to get there. Then travelled to Iraq, Iran, Saudi Arabia and East Africa. He also visited India, Sri Lanka, China and Syria. - Ibn and his friend were attacked by their guide in Oman who tried to kill them and steal their things. Ibn had a spear and attacked the guide so that they could escape. <p>Explorers</p> <p>Who was Captain Cook? What did he achieve?</p> <ul style="list-style-type: none"> • Know key facts about Captain Cook and his achievements <ul style="list-style-type: none"> - Born on 27th October in Marton, North Yorkshire - Got a job working on the coal ships in Whitby when he was 18. - Joined the Royal Navy in 1755 and learnt to sail ships. During this time he became extremely good at making maps. - He and his crew sailed into the Pacific Ocean and in April 1770, they landed in Australia. They claimed it for Britain. - Whilst in Australia, a fight broke out between Cook's crew and the local people because Cook's crew took 12 turtles from the river without asking. A local man was shot in the shoulder. A peaceful settlement was reached. - His last voyage was to New Zealand and Hawaii. Cook's crew stole wood from a burial ground which angered the locals. There was a fight and Captain James Cook was killed. • Look at the impact of his achievements (maps) <ul style="list-style-type: none"> - Some people believe James Cook helped to create many of the maps of the world. - He created one of the first accurate physical maps of the Pacific Ocean. - His crew were very healthy compared to other sailors at the time. Cook demanded that they bathed daily and ate fresh fruit to fend off scurvy. 	<p>Tier 3</p> <p>expedition rihla</p>
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	Remember Compare the achievements of two significant individuals. What was similar and what was different? <ul style="list-style-type: none"> • Similarities <ul style="list-style-type: none"> - Both explorers that travelled the world - Both documented their travels. • Differences <ul style="list-style-type: none"> - Ibn explored deserts and land. Cook travelled mainly on seas and oceans. - Ibn wrote a journal, Cook drew a map. 	
Y2 - More lives of significant people	Substantive concept KNOWLEDGE - COMMUNITY Explore, Rights, Freedom, Society, Frontier, Pioneer	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
History Lives of significant people- Rosa Parks and Emily Davis More lives of significant people- Mary Anning and David Attenborough Events beyond living memory- Great Fire of London Revisit events beyond living memory Lives of Significant people- Ibn Battuta and Captain Cook	Pioneer Who was Neil Armstrong? What did he achieve? <ul style="list-style-type: none"> • A famous American Astronaut. • Born in 1930 in Ohio, America. • In 1969, he went aboard the Apollo 11 and became the first man to walk on the moon. • He said 'That's one small step for man, one giant leap for mankind'. • Died in 2012. Explorers Who is Mae Jemison? What did she achieve? <ul style="list-style-type: none"> • She is a doctor, teacher, inventor and astronaut. • She was the first black woman to go into space. • She orbited the earth for one week. Who is Bernard Harris Jr? What did he achieve? <ul style="list-style-type: none"> • He was a scientist and doctor who became an astronaut. • He experienced racism. • Became a medical expert for NASA • Was the first African American astronaut to perform a space walk. Who is Tim Peake? What did he achieve? <ul style="list-style-type: none"> • He was an army pilot who became an astronaut. • Spent 15 years in the army and another 6 years learning to become an astronaut. • Flew into space in 2015 and docked and boarded the International Space station. Stayed in space for 6 months. 	Tier 2 legacy inspire pioneer explore similar Tier 3 orbit racism significant astronaut expedition

	<ul style="list-style-type: none"> 1st British astronaut to space walk. <p>Remember Compare the achievements of two significant individuals. What was similar and what was different?</p> <p>Study a third significant individual from the above.</p>	
Y2 - Significant historical events, people and places in their own locality	Substantive concept – COMMUNITY - Government, Society, Trade, industry, Settlement	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>History</p> <p>Lives of significant people- Rosa Parks and Emily Davis</p> <p>More lives of significant people- Mary Anning and David Attenborough</p> <p>Events beyond living memory- Great Fire of London</p> <p>Revisit events beyond living memory</p> <p>Lives of Significant people- Ibn Battuta and Captain Cook</p> <p>More lives of significant people- King Arthur, Neal Armstrong, Mae Jemison, Bernard Harris Jr & Tim Peake</p>	<p>Huddersfield today Remember - what is Huddersfield like today?</p> <ul style="list-style-type: none"> A market town with schools, markets, shops, restaurants, banks, sports centres and garages. Home of Rugby League. <p>Huddersfield's in the past</p> <ul style="list-style-type: none"> Began as a small village with poor people living in it. People began to farm sheep for wool. The textile industry grew with the industrial revolution. Has two rivers flowing through it which made it easy for people to shear, wash and clean the wool to make yarns. <p>Industrial revolution</p> <ul style="list-style-type: none"> Goods stopped being made at home and were made in factories and mills instead. Steam engines and coal were used to power big machines. The Huddersfield Canal was built to transport yarn and cloth the distant areas. Mount Pleasant Primary school was in a different building and only for boys. <p>Harold Wilson: what things happened in Huddersfield's past?</p> <ul style="list-style-type: none"> Know key facts about Harold Wilson Born in Huddersfield in March 1916. Died In May 1995 Was the Prime Minister of the UK twice. Changed many laws which improved people's lives (improved education, built schools, abolished capital punishment). <p>Textile Industry: what things happened in the past? Housing: what things happened in the past?</p>	<p>Tier 2</p> <p>Prime Minister Labour Party textile industry terrace</p> <p>Tier 3</p> <p>chronology memorial</p>

	What I know about Huddersfield? What do you remember about the past?	
Y3 -Changes in Britain from the Stone Age to the Iron Age	Substantive concept KNOWLEDGE – COMMUNITY - Settlement, Belief, Conflict, Trade, Trade routes	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
History Lives of significant people- Rosa Parks and Emily Davis More lives of significant people- Mary Anning and David Attenborough Events beyond living memory- Great Fire of London Revisit events beyond living memory Lives of Significant people- Ibn Battuta and Captain Cook More lives of significant people- King Arthur, Neal Armstrong, Mae Jemison, Bernard Harris Jr & Tim Peake Significant historical events, people and places in their own locality- Huddersfield and Harold Wilson	What were the three ages of the Stone Age? <ul style="list-style-type: none"> • Palaeolithic- ancient/old stone • Mesolithic- middle stone • Neolithic – new stone What were Palaeolithic times like? How do we know? <ul style="list-style-type: none"> • Harsh conditions- world was emerging from ice age. • Nomadic lifestyle- small bands of about 25 people would hunt and gather food. • People hunted- woolly mammoths, woolly rhinoceroses, deer and hare • Archaeologists think people lived in Britain and on Doggerland (land bridge that connected Britain to Europe) What were Mesolithic times like? How do we know? <ul style="list-style-type: none"> • About 10,500 BCE - 4,000 BCE • Britain becomes an island- ice melts and sea levels rise and Doggerland submerged. • Britain mostly covered in dense woodland. • Woolly mammoths were isolated and couldn't leave Britain and hunted to extinction. EVIDENCE -Star Carr North Yorkshire settlement with lots of Mesolithic artefacts <ul style="list-style-type: none"> • Tipi-like houses discovered at Howick in Northumberland, 7,600 BCE What were Neolithic times like? How do we know? <ul style="list-style-type: none"> • About 4,000 BCE – 2,500 BCE • Start of farming and domestication of animals • Land was cleared, crops grown and small communities grew. • Animals like sheep and cattle kept and reared. • Burial - dead people were now buried in tombs called long barrows • Early features of Stonehenge started started around 3,000 BCE. • EVIDENCE Skara Brae settlement in Scotland tells us about Neolithic life. • Over 5,000 years old houses had basic furniture. • Artefacts discovered- tools, game dice, jewellery 	Tier 2 ancient community dense extinct roaming prehistory Tier 3 domesticated arid gatherer nomad reared submerged

What was different between the different Stone Age periods?

- Palaeolithic Britain -• emerging from Ice Age • nomadic people • hunter-gathers • Britain connected to Europe by Doggerland.
- Mesolithic Britain about 10,500 BCE – 4,000 BCE • Doggerland flooded • Britain now an island • hunter-gatherers living in small settlements • Britain covered in dense woodland • Tipi-like houses found.
- Neolithic Britain about 4,000 BCE – 2,300 BCE • start of farming • sheep and cattle • land was cleared • crops grown and small communities grew • sheep and cattle reared • People buried in tombs – long barrows.

Bronze Age**When was the Bronze Age? What was the Bronze Age like? How do we know?**

- About 2,300 BC – 800 BC
- People migrated from mainland Europe and brought a new technology.
- Copper ore found in sedimentary or igneous rock and tin ore igneous rock.
- Tin was only mined in Cornwall – people must have travelled and communicated.
- Mixed and poured into a mould -cast the bronze
- Using bronze made strong tools, weapons and jewellery
- Bronze- brittle and could shatter and not easily mended
- EVIDENCE- Amesbury Archer buried with over 100 artefacts: Beaker pots, arrowheads, boar tusks, copper knives, jewellery and a cushion stone.

How was the Bronze Age different to the Stone Age?

- Compare – people, technology, places and culture.

Iron Age**When was the Iron Age? What was the Iron Age like? How do we know?**

- Iron Age Britain- people now called Celts and was about 800 BC – AD 43
- New technology arrived through people migrated from northern and western Europe.
- Making iron- iron ore (sedimentary rock) heated up with charcoal to remove impurities (made it weaker) so it could be hammered and shaped whilst hot.
- Using iron - made very strong tools and weapons, more durable than bronze and easily mended by heating and hammering.
- EVIDENCE-
many small kingdoms
Lindow Man

	<p>Maiden Castle hillfort - built to defend people from attacking tribes Traded with other countries Used coins as currency</p> <p>What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?</p> <ul style="list-style-type: none"> Use a matrix to categorise and summarise knowledge for each period- artefacts, monuments, settlements, burials 	
Y3 -The Roman Empire and its impact on Britain	Substantive concept INVASION - CIVILISATION Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>History</p> <p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>People and belief Who were the Romans?</p> <ul style="list-style-type: none"> From Italy where the capital city was Rome. Roman united their nation and conquered other people and countries. Ruled an empire (other countries ruled by a single leader). Had powerful armies, strict rules and laws, Technology- aqueducts and drains. <p>What was it like to live in Rome?</p> <ul style="list-style-type: none"> Ruled by an emperor- powerful man who led Roman Empire (Emperor Claudius). Forum was the centre of Rome or city. Buildings and spaces included- basilica, courthouses, offices, shops, plaza (open space market-place) and temples. Architecture- columns and arches. Entertainment- amphitheatres Colosseum, gladiators chariot racing <p>The invasion of ancient Britain Remember the Celtic people: what was it like to live during the Iron Age?</p> <ul style="list-style-type: none"> Britain had no capital city and no towns and cities. Celts lived in tribes and clans, led by different chiefs, kings and queens. They were always fighting each other. Beliefs- believed in spirits, trees, mountains and lakes. Druids were powerful priests (sacrificed animals and humans). 	<p>Tier 2</p> <p>previously conquered rebellion luxurious culture settlement</p> <p>Tier 3</p> <p>amphitheatre emperor aqueducts invasion barbarian forum</p>

When did the Romans Invade Britain?

- Understand BC, BCE, AD and CE.
- Romans traded with Briton (tin, wool, grain and people) before they invaded.
- Invasion 1- 55 BC led by Julius Caesar. Celts were beaten by the Roman army. Romans left 54 BC.
- Invasion 2- Emperor Claudius led second invasion of Britannia in AD 43. Romans took most of Britain by AD 80. Ireland not invaded. Left Britannia in AD 410.

Who resisted the Roman invasion?

- Caractacus - Celt leader (part-time soldier) beaten by Romans. Retreated to Welsh hills and carried on fighting the Romans. Brigantes - British tribe tricked and betrayed Caractacus - handed Caractacus to Romans for money in AD 51.
- Boudicca- queen of Iceni tribe. Romans took all the land and property. AD 60 Boudicca and her tribe rebelled (The Roman army was in Wales). Attacked and burnt Londinium. Romans took back control AD 61 Boudicca defeated at the Battle of Watling Street.
- Hadrian's wall - Scottish highlanders raid England
- Emperor Hadrian - defensive stone wall built across England (AD 122 – 128) from Solway Firth to Newcastle which was 73 Roman miles long.

Technology: how did Britain change under Roman rule?

- Knowledge- Roman education, read and write Latin. Measurement – miles
- Society - rule of law. Foreigners had no rights. Britons were second-class citizens or barbarians.
- Roman buildings and way of life- roads + towns. Towns were made with criss-cross roads that formed a grid. Forum at the centre and public baths. Drain kept diseases away. Aqueducts transported clean water.

Belief: how did Britain change under Roman rule?

- Romans believed in many gods (similar to the Ancient Greeks) eg Jupiter- god of the heavens, lightning and thunder, Mars-god of war and Cupid- god of love
- Gods lived in human form
- Built spectacular temples.
- Ancient Briton believed in spirits that lived in all things- mountains, trees, rivers and lakes
- Druids were like priests, teachers and judges.
- Christianity- Constantine I first Christian emperor.
- Christianity became legal throughout Roman empire in AD 341.

	<ul style="list-style-type: none"> Ancient Britons gradually adopted Christianity and traditional beliefs faded. <p>SUMMARISE IT: so what was the impact of the Roman Empire on Britain?</p> <ul style="list-style-type: none"> Who were the Romans? What was it like to live in Rome? Who were the ancient Britons or Celts? What was it like to live in the Iron Age? What technology did the Romans introduce? How was life different for Celts in Roman Britain? Did this way of life continue when the Romans left in AD 410? 	
Y4 -Britain's settlement by Anglo-Saxons and Scots	Substantive concept INVASION – POWER - Kingdom, Monarchy Trade, Migration, Religion, Settlement, Conflict, King	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>History</p> <p>The achievements of the earliest civilizations- Ancient Egypt</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p>	<p>Cause</p> <p>Why did the Anglo-Saxons come to Britain?</p> <ul style="list-style-type: none"> Romans had already built Shore Forts to protect against Anglo-Saxon invasions. Romans left Britain AD 410 - Britain was left unprotected from invaders. Scots and Picts- Ireland Scotland raided Britain . Britons weren't trained to defend- became an easy target. Germanic warrior tribes were asked to help. Anglo-Saxons - fought off the Scots and Picts in return for money and land Scots remained in Northern Ireland and Picts remained in lands north of Hadrian's wall. AD 450- Anglo-Saxons liked Britain (begun to settle). Kingdoms formed with powerful chiefs and kings. <p>Where did the Anglo-Saxons come from?</p> <ul style="list-style-type: none"> Saxons - Germany and Netherlands. Angles- southern Denmark and Jutes- northern Denmark. Anglo-Saxons invited to repel Scots and Picts. Some Anglo Saxons were already in Britain as part of the Roman army. Some stayed on when the Romans left. <p>Anglo-Saxon life in Britain</p> <p>What was life like for Anglo-Saxons in Britain?</p> <ul style="list-style-type: none"> Anglo-Saxons settled alongside the ancient Britons. 	<p>Tier 2</p> <p>abandoned defenceless dominant missionary pagan reliant</p> <p>Tier 3</p> <p>heptarchy laden sporadic vanquish viewpoint migration</p>

- England looked a very different place from what it is today - forests covered most of the land and wolves roamed wild.
- Anglo-Saxons lived in small villages near rivers and the sea. Most were farmers.
- Families lived in wooden huts and poorer families lived with their animals in the same room.
- West Stow Anglo-Saxon Village- 7 halls, 70 buildings, animal pens and Roman urns.

What kingdoms were formed by the Anglo-Saxons?

- kingdoms formed as chieftains and kings became more powerful.
- kingdoms rose to power and some fell into others' control.
- 7 major kingdoms emerged across Britain- Wessex, Sussex, Kent, Essex, East Anglia, Mercia and Northumbria

How do we know about the Anglo-Saxons?

- Sutton Hoo burial Woodbridge.
- Suffolk ship burial- a great king was buried on land but in a ship
- 1939 archaeologists unearthed the burial site
- Revealed fantastically rich grave goods • iron battle helmet • armour • gold and silver coins • drinking horns • silver dishes (from Middle East)
- Archaeologists think this burial could be King Raedwald- king of East Anglia AD 599 – 624

Religion

How did religion influence the Anglo-Saxons? How do we know this?

- Anglo-Saxons held pagan beliefs- lots of different gods connected to nature.
- Christianity spread in AD 597 - Pope Gregory the Great from the Catholic Church sent the monk Augustine to Britain to persuade and convert Anglo-Saxons to Christianity.
- King Ethelbert of Kent converted to Christianity
- Christianity spread across Anglo-Saxon Britain.

Y4 - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Substantive concept INVASION - POWER Kingdom, Trade, Migration, Belief, Settlement, Heir, Monarchy, Conflict, King, Religion	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>History</p> <p>The achievements of the earliest civilizations- Ancient Egypt</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>What was lifelike for Vikings?</p> <ul style="list-style-type: none"> • Vikings were Scandinavian people (from Denmark, Norway and Sweden). • Vikings were skilled farmers fishermen, warriors and traders. • Vikings lived near the shore of rivers or fjords- a long and narrow deep inlet of sea between high cliffs. • People of the land and sea - mostly small villages and some towns. • In Scandinavia Farming was hard. • No supplies of gold, iron or metals. <p>When did the Vikings attack Britain?</p> <ul style="list-style-type: none"> • Vikings attacked Britain AD 793 • Britain short distance by Viking long boat • Britain had riches and valuable resources. • Britain could easily be plundered. <p>Where did the Vikings invade and settle?</p> <ul style="list-style-type: none"> • Danish Vikings (Danes) invaded East England and Normandy in Northern France. • London was attacked first- then Vikings fought northwards • York was taken and renamed Yorvik - Viking capital city. • Norwegian Vikings attacked Northern Britain and Ireland. <p>Why were the Vikings so feared and successful?</p> <ul style="list-style-type: none"> • Vikings carried out daring, fast raids. • chose easy locations, rich pickings and easy to plunder • Lindisfarne, a peaceful monastery laden with riches. Vikings struck with extreme violence and speed. • Danish Vikings raided Britain for over 50 years • How do we know- Anglo-Saxon Chronicle (accounts written by English monks). <p>When were the Vikings most powerful?</p> <ul style="list-style-type: none"> • AD 865 Great Danish Viking Invasion • King Guthrum started to defeat all the Anglo-Saxon kings and take their kingdoms • City of York captured and in AD 866 renamed Yorvik • AD 869 - Great Heathen Army invaded East Anglia. 	<p>Tier 2</p> <p>contested exile descendant heir plunder truce decimated</p> <p>Tier 3</p> <p>incursion ransack severed martyr marauding</p>

- Edmund was the king of East Anglia died as a martyr - refused to give up his Christian beliefs.
- Legend says that wolves protected his severed head and led Edmund's men to his body.
- Buried near the town of Bury St Edmunds, Suffolk.

What peace was agreed between the Anglo-Saxons and Vikings?

- King Alfred the Great King of Wessex
- January AD 878, initially fought, lost and retreated from the Vikings.
- May AD 878 King Alfred regrouped and faced King Guthrum with a much stronger army Battle of Edington (in the Kingdom of Wessex)
- Alfred defeated the Vikings, a truce was called.
- Guthrum agreed to divide the country to live peacefully.
- DANELAW was now the land of the Vikings in Britain.

What happened to the Vikings in England?

- Vikings defeated AD 954
- Erik Bloodaxe last Viking king of York killed at the Battle of Stainmore.
- Danish Vikings begin to raid again.
- English king Ethelred (The Unready) paid the Vikings with silver to leave England.
- Viking attacks continued and Ethelred ordered Dane families in Danelaw to be killed.
- A few years later, Viking King Sweyn Forkbeard invaded and captured London.
- King Ethelred fled to Normandy (France) with his family.
- Sweyn Forkbeard- first Viking king of England.
- AD 1016 Sweyn's son, Cnut The Great or King Canute became a powerful king of England, Denmark, and Norway- reigned for over 19 years.

Why did the Normans and Vikings both think they had the right to the throne of England?

- AD 1042, Edward the Confessor became king of England (son of Ethelred Unready)
- Spent all his time worshipping God - left control of England to Earl Godwin of Wessex and his son, Harold.
- Edward the Confessor died AD 1066 leaving no heir to the throne.
- Harold was chosen to be king (King Harold II) but there was trouble ahead.
- Edward the Confessor - possibly promised the throne to William, Duke of Normandy in return for looking after them in exile.
- Also, Viking king Harald Hardrada (descendent of King Cnut) claimed the throne as well.
- September 25th AD 1066 Battle of Stamford Bridge Harold II fought and won against Harald Hardrada and then marched south.
- 14th October AD 1066 Battle of Hastings, Harold II fought and lost against William Duke of Normandy.

	<ul style="list-style-type: none"> • END OF SAXON KINGS 	
Y4 The achievements of the earliest civilizations - Ancient Egypt	Substantive concept CIVILISATION - POWER Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	
History Lives of significant people- Rosa Parks and Emily Davis More lives of significant people- Mary Anning and David Attenborough Events beyond living memory- Great Fire of London Revisit events beyond living memory Lives of Significant people- Ibn Battuta and Captain Cook More lives of significant people- King Arthur, Neal Armstrong, Mae Jemison, Bernard Harris Jr & Tim Peake Significant historical events, people and places in their own locality- Huddersfield and Harold Wilson Changes in Britain from the Stone Age to the Iron Age	People and place Who were a few of the earliest civilisations and what did they achieve? <ul style="list-style-type: none"> • <u>Ancient Sumer</u>- 3000 BC advanced civilisation, Iraq and Kuwait, Bronze Age, river civilisation (Tigris and Euphrates rivers). • <u>Indus Valley</u>- 2,500 BCE advanced civilisation, Pakistan and NW India, Bronze Age, river civilisation • Achievements- Sumer- invented first writing, the wheel, laws, 12 hours day /night, 60 minutes and seconds. Indus Valley- writing, standard weights, trade and jewellery. Who were the ancient Egyptians and where did they live? <ul style="list-style-type: none"> • Egypt -NE Africa • River Nile flows north- flooded seasonally and provided 'life-blood' of water fertile soil. • Fertile land led to agriculture settlement. • Surrounded by Eastern Desert and Western Desert. • Ancient Egyptians -advanced civilisation shared rules and beliefs • Pharaoh, nobles and priests, soldiers and scribes, merchants and craftsmen, farmers and slaves. • Ancient Egyptian kingdoms The Old Kingdom: who was significant and what did they achieve? <ul style="list-style-type: none"> • King Djoser, King Senferu and King Khufu were the well-known Kings of the Old Kingdom • They each built different types of pyramids in this period. • Egypt was divided. The Middle Kingdom: who was significant and what did they achieve? <ul style="list-style-type: none"> • King Mentuhotep III united upper and lower Egypt and made Egypt powerful again. • Changes- ways of burying people changed, writing and art flourished, gold mines dug in the Eastern Desert, art, trade and peace • Queen Sobeknefru Sobek - first female and last ruler of the Middle Kingdom. Her reign lasted 4 years. • The New Kingdom: who was significant and what did they achieve? <ul style="list-style-type: none"> • c. 1539 BCE 	

- Know the significant Kings and queen of the time-
- Ahmose I defeated the Hyksos people United upper and lower Egypt,
- Valley of the Kings- tombs were cut into the rock instead of pyramid building.
- Hatshepsut- powerful female queen who built a stunning temple which still stands today.
- Akhenaten- Made BIG and unpopular changes .
- Aten replaced the traditional god - Amun
- Tutankhamun son of Akhenaten Boy king died at 17 years old Egypt weak again until
- Ramesses II- United upper and lower Egypt, fought off enemies brought power and stability Ramesses II died and 150 years later Egypt civilisation ended.

Achievements and beliefs

Achievements: how and what did the ancient Egyptians write?

- Hieroglyphic system of writing -sacred, carving symbols for writing , pictures for words.
- Rosetta stone- helped decode hieroglyphs, same text written in o Egyptian hieroglyphs, Demotic and Ancient Greek.

How did the ancient Egyptians use the River Nile?

- Seasonal flooding washed alluvial and fertile soils past the Egyptian settlements.
- Shaduf were used to lift water from the river. Water used to irrigate crops. Drawing of water meant crops could grow in desert land.
- The effect was to enable- farming wheat, papyrus, flax (linen for clothes) , fishing (perch and catfish) transport (boats and rafts), power (soldiers and huge stones for building could be moved on the river more easily than land).

Gods: what did the ancient Egyptians believe in?

- Sun god (Ra, Re or Aten)- the most ancient god sailed across the sky in his solar boat
- Amun was the creator god.
- Pharaoh- the living version of a god who represented the people.
- Mummification- organs removed and put in canopic jars, body preserved in salt and wrapped in bandages , placed in a sarcophagus (stone coffin) coffin texts encouraged the soul to leave the body.
- AFTERLIFE - Anubis guided the soul to the Hall of Truth. Soul made confessions to Osiris and 42 judges. Heart weighed on golden scales and balanced against feather of truth-
- lighter (eternal life in the field of reeds) and heavier (eaten by Ammut- the female devourer of the dead).

What do we know about Tutankhamun?

- Trouble started before Tutankhamun became pharaoh- father Amenhotep IV changed how Egypt worshipped- replaced traditional god Amun with new single god Aten (Ra). Disliked by people of Egypt.

	<ul style="list-style-type: none"> • Changed name to Akhenaten and named his son Tutankhaten. • Tutankhaten became pharaoh and brought back god Amun • Changed name Tutankhamun • Got married, built a temple and battled with the Nubians • Mysteriously died at 17 years old - murdered, accident, leg infection? • Hurriedly buried in a tiny tomb in Valley of the Kings (no one expected him to die). • Small tomb saved it from being pillaged by tomb raiders. • Discovered by archaeologist Howard Carter November 1922 <p>extraordinary riches and evidence found including the death mask, golden chariot, food, canopic jars and board games</p>	
Y5 -Ancient Greece – a study of Greek life and achievements and their influence on the western world	Substantive concept POWER – DEMOCRACY -KNOWLEDGE Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>The achievements of the earliest civilizations- Ancient Egypt</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>People and belief Who were the Ancient Greeks and when did they rule?</p> <ul style="list-style-type: none"> • Ancient Greece - small mountainous country, hundreds of islands in the Mediterranean Sea. • Britain was in the Iron Age (tribes and clans fought for territory). • Archaic Period c. 800 BC – 500 BC- Olympic games first written about, Athens and Sparta powerful city-states and start of democracy in Athens. • Classical Period c. 500 BC – 323 BC - advanced themselves through: great thinking, theatre and arts, architecture, warring city-states and Alexander the Great. • Hellenistic Period c. 323 BC – 146 BC - following Alexander the Great's death, Ancient Greek power and influence deteriorated. • <p>What beliefs did the Ancient Greeks hold?</p> <ul style="list-style-type: none"> • Polytheistic- believed in many gods and goddesses (deities). • Ancient Greeks imagined a world protected by gods called Olympians who lived on Mount Olympus. • Hierarchy - Zeus - king of gods protector of: • all gods • Mount Olympus • mortals (humans). • Greeks worshipped gods by: building sanctuaries, temples and treasuries (to store precious gifts). Visited temples – would leave gifts and worship the god. • 12 gods of Olympus - Olympians Aphrodite (love) Hephaestus (fire & work) Apollo (sun & truth) Hera (Queen of gods) Ares (war) Hermes (trade) Athena (wisdom & war) Dionysus 	<p>Tier 2</p> <p>democracy honour phenomenal deteriorated armoured oppressive</p> <p>Tier 3</p> <p>city-state tyrant sanctuary tactical valiantly unified</p>

(wine) Artemis (hunting) Poseidon (sea) Hades (underworld) Zeus (King of the gods, sky & earth).

City-states: what was the difference between Athens and Sparta?

- Athens coastal: built a fleet of ships. Named after the Greek goddess Athena • democracy by voting • walled city • phenomenal buildings . Acropolis • incredible temples- Parthenon • great thinkers such as Socrates, Plato, Aristotle (Although Athens did sentence Socrates to death) • military training compulsory.
- Sparta not coastal: built an army • a fearsome fighting city • didn't study philosophy, theatre or arts • studied war • no impressive buildings • no city walls (that would show weakness) • believed they were descendants of Herakles. Boys left their family at 6 years old to train in the army (only allowed back when they were 20). Girls and women trained hard.
- Athens and Sparta fought for over 30 years during the Peloponnesian Wars - Sparta eventually won in 404 BC.

What was democracy like in Athens?

- Powerful city-state • near the sea • richest city in Ancient Greece • was controlled by kings, nobles and tyrants (single oppressive ruler).
- Pericles founded the idea of Athenian democracy about 450BC 510 BC
- Citizens of Athens could vote - decide on the laws or next leader.
- Male citizen of Athens – only voted when military training completed.

Why was the theatre important to the Ancient Greeks?

- Ancient Greeks invented the theatre and how to watch it.
- Plays written to honour gods.
- Dionysus the god of wine was the first to be worshipped in theatres.
- Actors were male and wore masks- exaggerated the emotion (frown or grin)
- Narrators told the story.
- Famous playwrights- Euripides wrote about Herakles (Hercules is the Roman version).

What myths and fables did Ancient Greeks write?

- Myths and fables- stories shared over many centuries through speaking and writing.
- Myth- fantastical adventures of gods and heroes. Odysseus and Prometheus
- Fable- gentle stories, many involved animals. Point out a truth or moral -Aesop Greek fabulist and storyteller. Tortoise and the hare • The lion and the mouse • The shepherd boy

What happened at the Battle of Marathon? Why was it important?

- Battle of Marathon 490 BC
- King Darius I of Persia sent troops to attack Athens and Sparta
- Huge Persian army faced the smaller Athenian army at the coastal site of Marathon.

- Athenian commander Miltiades- 1. encouraged the Persians to attack the deliberately weakened centre of Greek lines 2. then, wrapping around the Persians like a cloak, the Greeks attacked with heavily armoured Hoplite soldiers from the stronger sides.
- Athenian army was victorious.
- Spartans were holding a religious festival and didn't send help in time.
- IMPORTANT because the Greeks had repelled an attack on their western way of life from eastern invaders.

What happened at the Battle of Salamis? Why was it important?

- King Xerxes of Persia began a huge invasion of Greece
- Battle of Thermopylae. Spartan king - Leonidas and 300 men fought valiantly (to the death) against 100,000+ Persian soldiers.
- Persians overwhelmed the Spartans – advanced to sack Athens (now deserted).
- Battle of Salamis 480 BC- Athenians and their fleet retreated to the nearby island of Salamis. Athenians lured the Persian fleet into a tight peninsula (a finger of land projecting into the sea).
- Athenian triremes (warships) were faster and more manoeuvrable.
- Triremes rammed the immobilised Persian boats.
- Persian soldiers couldn't swim - they all drowned.
- King Xerxes I defeated - retreated back to Persia.
- Historians think this was one of the most important battles of all time as it stopped the Persians invading Europe.

Why were the Olympic games invented by the Ancient Greeks?

- Olympic games could have been held many years before 776 BC (this was the first written evidence) a competition between athletes from different city-states.
- A peaceful and religious event every 4 years - period between the games called an Olympiad.
- During Olympics a 'truce' was declared one month before the games began.
- Olympic games held on neutral territory.
- early competitions spanned 1 day with 200m sprints
- Grew to 5 days with 8 competitions: chariot racing, boxing, wrestling, running, armed combat, discus, archery and javelin
- winners given a crown of olive leaves.
- Women competed in separate Olympics called Heraia.

Who was Alexander the Great and why was he so renowned?

- Alexander the Great (336 BC – 323 BC) reigned as an exceptional king of Ancient Greece
- unified warring city-states

	<ul style="list-style-type: none"> continued his father's bold plan to invade and conquer his sworn enemy – Persia Persian army 4x bigger than the Greek army Alexander had superior battle tactics; he never lost 333 BC defeated Persians King Darius III at Issus 332 BC conquered Egypt and founded a new city called Alexandria. Alexander expanded the Greek Empire - one of the biggest ever seen in history. Alexander returned to Babylon 323 BC died of a fever. one of the greatest military leaders of all time 146 BC Battle of Corinth signalled the end of the Ancient Greeks: now part of the Roman Empire. 	
Y5 - A non-European society that provides contrasts with British history Early Islamic Civilisation - Baghdad AD 750	Substantive concept CIVILISATION- KNOWLEDGE- POWER City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
<p>The achievements of the earliest civilizations- Ancient Egypt</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>People How did people share resources and ideas in the past?</p> <ul style="list-style-type: none"> Know ancient trade routes such as the 'Silk Road' to learn how trade centres were places of exchanging goods and ideas Identify countries on a map and the commodities they traded in <p>Chronology Where does early Islamic civilisation fit in to other time periods we have studied?</p> <ul style="list-style-type: none"> Place the period of early Islamic civilisation on a timeline alongside Vikings, Romans, Greeks, Stone Age and Egypt <p>Place What was Baghdad's role in the early Islamic Civilisation? What was the city like?</p> <ul style="list-style-type: none"> Understand Baghdad's location on the 'Silk Road' and its key geographical features <p>Impact on society/ Inventions How did early Islamic scholars influence modern life? Why was the House of Wisdom such an important place? What was invented in Baghdad?</p> <ul style="list-style-type: none"> Know key facts about the House of Wisdom Learn about key scholars from the House of Wisdom and their important discoveries Learn about early Islamic inventions 	<p>Tier 2</p> <p>civilisation calligraphy</p> <p>Tier 3</p> <p>Caliph A'lud Oud The House of Wisdom</p>

	Consequences What happened to Baghdad? <ul style="list-style-type: none"> Learn key facts about how Baghdad became the capital of the Islamic caliphate and its role in the 'Golden Age' of Islamic civilisation Comparisons What was happening in Britain during the time we are studying? <ul style="list-style-type: none"> Understand why this period in Britain and Europe was termed 'the Dark Ages' Remember Britain and the Anglo-Saxons Compare location, settlement, people, culture and invention between Anglo-Saxons and Early Islamic Civilisation. Make comparisons in living standards between Baghdad and London	
Y6 - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Battle of Britain	Substantive concept INVASION-COMMUNITY Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War	
Previous Learning	Big Ideas/Key Questions/Learning Foci/Key Knowledge	Vocabulary
The achievements of the earliest civilizations- Ancient Egypt Changes in Britain from the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Ancient Greece – a study of Greek life and achievements and their influence on the western world Early Islamic Civilisation- the rise and fall of Baghdad	Cause Why did Britain declare war on Germany in 1939? <ul style="list-style-type: none"> Know key events in the lead-up to Britain's entry into WW2 - First World War ended with an agreement called the Treaty of Versailles. This stated that Germany had to totally disarm and pay reparations to some of the countries they had fought against. This was billions of pounds. This caused lots of financial problems in Germany. - In 1920, Adolf Hitler started a group called the Nazis who believed that Germany needed more land, that the Treaty of Versailles was unfair and should be broken, and that certain groups of people were better than others. In 1933, Hitler began to rearm Germany, and they began to invade land that they had been made to give up. On 1st September 1939, Germany invaded Poland. The UK had done a deal with Poland to protect them, so on 3rd September, Prime Minister Neville Chamberlain announced the UK was at war with Germany. Know key facts about Adolf Hitler and the Nazi Party Know about the impact of Antisemitism under Nazi rule Food shortage Why was rationing introduced?	Tier 2 ferocious infantry civilians intercept radar occupation Tier 3 anti-Semitic Luftwaffe blitzkrieg evacuated rationing blackout

<p>Local History Study</p> <p>Significant historical events, people and places in their own locality- Huddersfield and Harold Wilson</p>	<ul style="list-style-type: none"> • Know the factors that resulted in rationing (Supply boats being bombed, war expenditure, workforce shortage, food shortages) • Explain how rationing was practised during WW2 <p>Threat</p> <p>Why were people evacuated from cities?</p> <ul style="list-style-type: none"> • Identify the cause of evacuations • Recognise the groups of people that needed to be evacuated <p>Battle of Britain</p> <p>What happened in the Battle of Britain?</p> <ul style="list-style-type: none"> • Be able to create a timeline of the key events during the Battle of Britain <p>Bombing cities</p> <p>The Blitz: how did Hitler continue to attack Britain?</p> <ul style="list-style-type: none"> • Know key facts about the Blitz campaign • Understand the impact the Blitz had on Britain (blackouts, evacuations, air-raid shelters, destruction of infrastructure) <p>Consequence</p> <p>How did conflict change society in the Second World War?</p> <ul style="list-style-type: none"> • Compare the role of women in society before, during and after WW2 • Know the impact of rationing on the health of British citizens 	
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<p>Y6 - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - Windrush generation and South Asian Immigration to the UK.</p> <p>Y6- Local history study: How did conflict change our local area in World War 2.</p>	<p>Substantive concept COMMUNITY-DEMOCRACY Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p>	
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