



**Unsworth**  
Primary School

Together we build understanding



Part of the

**Oak**



Learning Partnership

[oaklp.co.uk](http://oaklp.co.uk)

# History Curriculum



**Unsworth**  
Primary School

# The Unsworth History Curriculum

Our pupils begin their learning in history in the Early Years Foundation Stage (Reception Class) through playing, exploring and thinking critically. This enables them to develop key knowledge and vocabulary through themes within 'understanding the world' which will prepare them to access the history content as they progress through school. At each age phase, we continue to apply these principles to provide a high quality history curriculum that makes pupils curious about life in the past. Through our curriculum, pupils develop secure historical knowledge of significant events and individuals, representing a rich and diverse account of British and world history. As pupils progress through school, they will develop their understanding of key historical concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy.

Through our history curriculum, pupils will have the opportunity to explore significant historical events, people (including those from our local area such as Robert Peel) and places (Liverpool's slaving port). In each year, pupils will focus on two units of work which include concepts of historical knowledge (the big ideas) and the key disciplinary ideas of how historians work to investigate the past. The development of spoken language (including key vocabulary) and the application of reading and writing, which are an important aspect of the history curriculum, are developed to support all learners to articulate the big ideas clearly and precisely.

Our curriculum aims to develop pupils' understanding of our 10 big ideas of history. Through using their historical knowledge, exploring how archaeologists gather evidence through using a range of historical sources and artefacts (including interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements) and asking perceptive questions to evaluate, pupils' will develop their skills in interpreting the past and building a picture of why historical events and people are deemed significant.

We use the *Cornerstones Curriculum* to enhance our offer.















Unsworth  
Primary School

# Our big ideas in history

Our curriculum delivers the EYFS and the national curriculum programme of study for history. As a foundation subject, we dedicate around 1.5 hours weekly to the history curriculum from Y1 to Y6. History in Reception Class is covered in the 'Understanding the World' area of the EYFS Curriculum. Our curriculum is designed to enable our children to work towards an understanding of the following 'big ideas' in history. This cumulative knowledge is developed over time through appropriate, age-related steps.

By the time a child reaches Y6 we expect them to know:

-  1. Timelines sequence historical events in a chronological narrative from the earliest time to the present day.
-  2. Historical sources create a 'picture' of the past and present the viewpoints of the authors.
-  3. Robert Peel is a significant individual (from Bury), who has contributed to national and international achievements.
-  4. Stone Age /Iron Age tools and other crafts improved aspects of everyday life including farming techniques.
-  5. Roman ingenuity changed how people lived, including how roads and towns were built.
-  6. Christianity became the main religion across England during the Anglo-Saxon period.
-  7. Ancient civilisations, such as the ancient Egyptians, ancient Sumer, Shang dynasties, and Indus Valley have left a lasting legacy and influenced the world over the last 5000 years.
-  8. Ancient Greek achievements have influenced the wider world; e.g. the English alphabet/language, democracy, and significant sporting events/Olympic Games.
-  9. Britain played a huge part in the slave trade industry, (including developing, perpetuating and eventually abolishing it), and Liverpool was a major slaving port.
-  10. The First and Second World Wars were crucial turning points in British history and changed the political landscape across Europe.



# History Curriculum Overview

Year Group	THEMES	
R	<b>Let's explore</b> Explore significant people in history who did important things that changed the world or how we live.  <b>Once upon a time</b> Exploring royalty and find out about kings and queens in stories. Compare life in the past with their own lives.	<b>Long Ago</b> Explore how they have changed since they were babies and how life in the past was different from today.  <b>Moving on</b> In this transition project, children use the vocabulary of time to describe events and memories from the school year.
1	<b>Childhood</b> Explore everyday life and families today, including a comparison with childhood in the 1950s, using artefacts and a range of different sources.	<b>School days</b> Exploration of own school and locality, both today and in the past, including a comparison of schooling in the Victorian era to their experiences today.
2	<b>Movers and shakers</b> Learn about historically significant people who have had a major impact on the world.	<b>Magnificent monarchs</b> A look at English and British monarchy from AD 871 to the present day.
3	<b>Through the ages</b> Explore British Prehistory from the Stone Age to the Iron Age, including changes to people and lifestyle	<b>Emperors and Empires</b> The history and structure of ancient Rome and the Roman Empire, including an exploration of the Romanisation of Britain.
4	<b>Invasion</b> Learn about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest.	<b>Ancient Civilisations</b> Explore the history of three ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation.
5	<b>Dynamic dynasties</b> Learn about ancient China, focusing primarily on the Shang Dynasty, and explores the lasting legacy of the first five Chinese dynasties, some of which can still be seen in the world today.	<b>Ground-breaking Greeks</b> Focus on the developments and changes over the six periods of ancient Greek history, focusing on the city state of Athens in the Classical age, and exploring the lasting legacy of ancient Greece
6	<b>Maafa</b> Explore the development of the slave trade and Britain's role in the transatlantic slave trade, European colonisation of Africa and the worldwide communities that make up the African diaspora.	<b>Britain at war</b> Learn about the main causes, events and consequences of the First and Second World Wars, the influence of new inventions on warfare, how life in Great Britain was affected and the legacy of the wars in the post-war period.





# History Units Overview

Class	THEMES	
Unit title	Let's Explore	Long Ago
R	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"><li>• How they have changed as they have grown from being a baby.</li><li>• Talk about changes they can recall from memories</li><li>• Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.</li><li>• Some people in history are significant because they did important things that changed the world or how we live.</li></ul> <p><b>Key vocabulary:</b> Change, now, past, present, then time, compare, different, new, old, photograph, same, Amelia Earhart, explorer. Famous, Marco Polo, Matthew Henson, ask, answer, question</p> <p><b>Historical analysis/Skill:</b></p> <ul style="list-style-type: none"><li>• Share stories and talk about significant people who lived in the past</li></ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"><li>• make sense of their own life story and family history by talking about significant events, such as birthdays or other celebrations.</li><li>• The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.</li><li>• Objects from the past can look different to objects from the present.</li></ul> <p><b>Key vocabulary:</b> Artefact, historian, archaeologist, timeline, change over time, last week, last year, long ago, memory, modern day, past, present, Victorian, yesterday, afternoon, after that, finally, first, last, morning, next, order, then, time, many years ago, different, compare, modern, old, oldest, family tree, grandparents, remember,</p> <p><b>Historical analysis/Skill:</b></p> <ul style="list-style-type: none"><li>• Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</li><li>• Explore and talk about pictures, stories and information books on the theme of royalty.</li><li>• Put familiar events in chronological order, using pictures and discussion.</li></ul>
	Once upon a Time	Moving on
	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"><li>• Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories.</li><li>• The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.</li></ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"><li>• make sense of their own life story and family history by talking about significant events, from the year, including their birthdays or other celebrations.</li></ul> <p><b>Key vocabulary:</b> Year, January, February, March, April, May, June, July, August, September, October, November, December</p>



	<p><b>Key vocabulary:</b> Now, past, present, then, different, similar, after that, first, next, timeline Photography, compare, difference, similarity, same Castle, crown, king, prince, princess, queen, royal</p> <p><b>Historical analysis/Skill:</b></p> <ul style="list-style-type: none"> <li>Explore and talk about pictures, stories and information books on the theme of royalty.</li> <li>Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures</li> </ul>	<p>Memory, past, present, special event, remember</p> <p><b>Historical analysis/Skill:</b></p> <ul style="list-style-type: none"> <li>Talk about past and present events in their own lives and those who are important to them.</li> <li>Put familiar events in chronological order, using pictures and discussion.</li> <li>Recognise and begin to talk about how their lives have changed as they have grown.</li> </ul>
Unit title	Childhood	School Days
1	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>Historical artefacts are objects that were made and used in the past, include artefacts, written accounts, photographs and paintings.</li> <li>Use artefacts to find out about the past eg. such as baby bottles, clothing, toys and books, can tell us about childhood in the past.</li> <li>Important life events include occasions such as birthdays, religious or family celebrations and personal achievements.</li> <li>A family tree is a diagram that shows the relationship between people in several generations of a family.</li> <li>how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</li> <li>Describe an aspect of everyday life within or beyond living memory where change has taken place</li> <li>Significant historical events include those that cause great change for large numbers of people – coronation of Queen</li> <li>Identifying similarities and differences helps us to make comparisons between life now and in the past.</li> </ul> <p><b>Key vocabulary:</b> Use words/phrases such as here, now, then, yesterday, last week, last year, years ago and a long time ago, to describe the passing of time. Baby, child, decade, family tree, generation, grandparent, great grandparent, parent, timeline, toddler Childhood, transport, 1950s, entertainment, transport</p> <p><b>Historical analysis/Skill:</b></p> <ul style="list-style-type: none"> <li>Describe an aspect of everyday life within or beyond living memory</li> </ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>A timeline shows information in chronological order. The building and opening of the school is an important events in the school's history.</li> <li>Changes within living memory (over last 100 years) include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures.</li> <li>Victorian schools were very different eg. boys and girls were separated, children sat in rows, copied letters and numbers from a blackboard onto slate boards, teachers were strict, etc.</li> <li>Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used.</li> <li>Stories, pictures and role play are used to learn about the past, understand key events and empathise with historical figures.</li> </ul> <p><b>Key vocabulary:</b> here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. Machine, mill, poor, Queen Victoria, railway, rich, rule, school, steam power, teacher, Victorian era, Victorian Classroom, present day, school day, punishment, School history, event, famous, inventions British Empire, important event, school history</p> <p><b>Historical analysis/Skill:</b></p> <ul style="list-style-type: none"> <li>Describe an aspect of everyday life within or beyond living memory</li> </ul>



	<ul style="list-style-type: none"> <li>Order information on a timeline</li> <li>Express an opinion about a historical source.</li> </ul>	<ul style="list-style-type: none"> <li>Order information on a timeline</li> <li>Use a range of historical artefacts to find out about the past. Create stories, pictures, independent writing and role play about historical events, people and periods.</li> </ul>
Unit title	Movers and Shakers	Magnificent Monarchs
2	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history eg. Robert Peel (Peel Tower/statue, etc)</li> <li>Compare voyages of discovery of Neil Armstrong and Christopher Columbus (link to changes in technology)</li> <li>actions and achievements of significant activist, Emmeline Pankhurst and Rosa Parks</li> <li>historical evidence is used to make historical claims, and may show contrasting interpretations of the past</li> <li>categories for sorting significant people include explorers, activists, monarchs, scientists and artists.</li> <li>A fact is something that is known or true. An opinion is a thought or belief about something</li> </ul> <p><b>Key vocabulary:</b> commemorate, local, monument, museum, plaque, Robert Peel achievement, Christopher Columbus, Dawson's model, Emmeline Pankhurst, explorer, historical figure, impact, lifetime, Neil Armstrong, Rosa Parks, significant Century, chronological order, chronology decade, timeline, sequence</p>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>Important individual achievements include great discoveries and actions that have helped many people.</li> <li>Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done eg. the power of the English and British monarchy has changed over time.</li> <li>Hierarchy is a way of organising people according to how important they are or were. eg. past societies – monarch/leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.</li> <li>Significant events are sometimes commemorated eg. Armistice Day is commemorated every year on 11th November to remember end of WW1.</li> <li>Elizabeth II was a constitutional monarch whose role was the head of state of the United Kingdom and the Commonwealth.</li> <li>As Charles III's eldest child, William, Prince of Wales, is next in line to the British throne influential monarchs including, Alfred the Great Henry VIII, Elizabeth I, Queen Victoria</li> <li>There have been over 60 monarchs since AD 871</li> </ul> <p><b>Key vocabulary:</b> century, chronology, decade, historical period, year, timeline, sequences, AD monarch, kingdom, monarchy, hierarchy, significance, sovereign, House of Windsor, Tudor, Anglo Saxon, royal, ruler, power, British Empire Alfred the Great, Henry VIII, Elizabeth I, Queen Victoria</p>
	<p><b>Historical analysis/Skill:</b></p> <ul style="list-style-type: none"> <li>Describe, in simple terms, the importance of local events, people and places.</li> <li>Use historical models to make judgements about historical significance and describe the impact of a significant historical individual.</li> <li>Use timeline to place events, people or objects in chronological order (show different periods of time, from a few years to millions of years)</li> <li>Use historical sources to begin to identify viewpoint.</li> </ul>	<p><b>Historical analysis/Skill:</b></p> <ul style="list-style-type: none"> <li>Describe and explain the importance of a significant individual's achievements on British history.</li> <li>Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</li> <li>Explain why an event from the past is significant.</li> <li>Sequence significant information in chronological order - timeline</li> </ul>



		<ul style="list-style-type: none"> <li>• Use Dawson's model and diamond ranking, to organize/sort historical information.</li> <li>• Use the historical terms year, decade and century.</li> </ul>
Unit title	Through the Ages	Emperors and Empires
3	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming.</li> <li>• Stone Age is split into three periods, the Palaeolithic, the Mesolithic and the Neolithic.</li> <li>• Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy.</li> <li>• Bronze age communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.</li> <li>• Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects.</li> <li>• Farming became more efficient – fields outside hillforts to raise cattle and crops and began to use fertilisers.</li> <li>• Religion was an important part of life.</li> <li>• human inventions have changed how people live, eg. metal tools/ weapons for farming and trading</li> </ul> <p><b>Key vocabulary:</b> Artefact, archaeologist, evidence, fact, historian, source, interpret, proof, primary source, reliable, viewpoint, opinion Stone Age, Bronze Age, Iron Age, metalwork, prehistory, farming, country, Celtic, civilisation, community, invasion, monument, religion, society, tools, tribe, timeline, settlement, hillfort, hunter-gatherer, weapon, warrior, power, defence, hierarchy</p>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe.</li> <li>• Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity.</li> <li>• Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome.</li> <li>• The consequence of invasion was conflict with the Celtic tribes that lived in Britain</li> <li>• Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43.</li> <li>• Roman built towns and forts - introduced urban living and road networks, cleanliness in the form of running water and bath houses</li> <li>• Roman beliefs - gods and goddesses, and later, Christianity.</li> <li>• Describe life in ancient Rome (including houses, buildings, food and schooling)</li> <li>• Roman invention and ingenuity which changed how people live - forts, roads, bridges, towns, aqueducts, underfloor heating (hypocaust), lighthouses and sewers.</li> </ul> <p><b>Key vocabulary:</b> Archaeologist, artefact, evidence, historian, interpret, opinion, reliable, viewpoint, invasions, analyse, significant, cause, consequence, effect, impact, influence AD/BC chronological, future, Gregorian calendar, historical period, past, present, sequence, time, timeline Romanisation, army, Christianity, fort, gladiator, invade, Latin, religion, trade, Celts, Britannia, Hadrian's Wall, soldier, settlement, region, emperor, empire, collapse, Julius Caesar, Boudicca</p>





	<p><b>Historical analysis/Skill:</b></p> <ul style="list-style-type: none"> <li>• Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE</li> <li>• Sequence dates and information from several historical periods on a timeline</li> <li>• Make deductions and draw conclusions about the reliability of a historical source or artefact – (Cheddar Man)</li> <li>• Explain the cause and effect of a significant historical event.</li> <li>• Describe how past civilisations, significant event or person in British history changed or influence how people live today.</li> <li>• Describe the everyday lives of people from past historical periods.</li> <li>• Make deductions and draw conclusions about the reliability of a historical source or artefact.</li> </ul>	<p><b>Historical analysis/Skill:</b></p> <ul style="list-style-type: none"> <li>• Ask well composed historical questions about aspects of everyday life in ancient periods.</li> <li>• Describe the hierarchy and different roles in Ancient Rome.</li> <li>• Describe the significance and impact of power struggles on Britain.</li> <li>• Explain the cause, consequence and impact of invasion and settlement in Britain.</li> <li>• Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.</li> <li>• Make choices about the best ways to present historical accounts and information.</li> <li>• Make deductions and draw conclusions about the reliability of a historical source or artefact.</li> </ul>
<b>Unit title</b>	<b>Invasion</b>	<b>Ancient Civilisation</b>
4	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• The influences of Roman civilisation and impact on Britain</li> <li>• Attacks from barbarian tribes on the Roman Empire caused the Roman withdrawal from Britannia.</li> <li>• The Jutes first came to Britain at the invitation of the leader Vortigern, to help the Britons defend themselves from the Picts and Scots.</li> <li>• Saxons, Angles and Jutes decided to invade and settle to take advantage of Britain's good farming land</li> <li>• Anglo-Saxons/Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left</li> <li>• Anglo-Saxons wanted to farmland after flooding in Scandinavia.</li> <li>• Anglo Saxon settled in 7 kingdoms, which later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.</li> <li>• Historical artefacts found at Sutton Hoo /Great Ship Burial showed that the person buried was wealthy and important.</li> <li>• Impact of Anglo Saxons invasions eg. place names, language, laws, Christianity and Kingdom of England</li> <li>• the revival of Christianity across Anglo Saxon Britain</li> <li>• Bias is the act of supporting or opposing a person or thing in an unfair way.</li> <li>• Vikings targeted the monasteries - raids, on monastery at Lindisfarne. Monks heard of the raid wrote descriptions/letters (primary sources)</li> <li>• the Anglo-Saxons tried to deal with Viking invaders in different ways</li> <li>• Athelstan was the first king who became known as 'King of all England'</li> <li>• Anglo-Saxon and Viking monarchs fought for power, until 1066</li> </ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>• Archaeological finds are important because they provide evidence of everyday life in the past, (eg. leisure activities, work, fashion, religious belief, writing, trade and conflict.) and the materials/skill of the craftworkers at the time</li> <li>• Features of a civilisation include cities, inventions, vital water supplies, information in the form of writing, leadership, infrastructure, social hierarchy, arts and culture, trade, individuals, organised religion and nutrition.</li> <li>• Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler/pharaoh; officials, nobles or priests; merchants, workers and peasants and slaves.</li> <li>• Ancient Sumer was the first civilisation in the world.</li> <li>• They were nomads who settled on the banks (farmed the land that was rich in nutrients / plenty of water)</li> <li>• Life changed when new technology were invented - the plough, the wheel and irrigation (work more productive and life easier)</li> <li>• Other inventions - cuneiform writing, moulded bricks, bronze, a numbering system, astronomy and beer brewing.</li> <li>• Sumerian cities, including Uruk and Ur, grew gradually over time. City buildings were built from mud bricks and had defensive walls, winding streets, ports for transport and trade and a range of public buildings.</li> <li>• Ancient Egyptian civilisation grew up around the banks of the Nile (because there was fertile soil in the floodplains)</li> </ul>



- William, the Duke of Normandy, invaded and defeated Harold Godwinson at the Battle of Hastings. William was crowned king on Christmas Day 1066 and ended the Anglo-Saxon and Viking rule of England.

### Key vocabulary:

Archaeologist, artefact, belief, burial chamber, evidence, excavation, first hand, grave goods, hoard, opinion, historian, interpretation, power, primary sources, remains, secondary source, Sutton Hoo

Anglo-Saxon, Domesday Book, invention, Jutes, Lindisfarne, Norman Conquest, Pict, Roman, rule of law, Saxon, Scot, settlement, Viking cause, consequence, contrast, effect, impact, legacy

AD/BC century, chronological order, decade, era, future, Middle Ages, past, period, present, sequence, timeline

Anglo-Saxon, beliefs, Britannia, characteristic, Celtic language, Christianity, complex, culture, custom, tall, invasions, inventions, military, music, Norman, Norseman, Picts, politics, punishment, religion, ritual, Roman, Scots, society, trade, Viking, warfare

Allegiance, castle, Danelaw, government, heir, hierarchy, invasion, kingdom, knight, law, monarch, peasant, power, priest, raid, rebellion, reign, tribe, Community, Domesday Book, local national, place names, regional, Barbarian, Norman Conquest, Offa's Dyke, retaliation, Alfred the Great, Athelstan, St. Aiden St Augustine, St Columbus, William the Conqueror

### Historical analysis/Skill:

- Sequence significant dates about events within a historical time period on historical timelines.
- Explain the cause, consequence and impact of invasion and settlement in Britain.
- Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.
- Identify bias in primary and secondary sources
- Compare and contrast Anglo Saxons/ Vikings
- Construct a profile of a significant leader using historical sources
- Explain the causes and effects of significant events – Norman invasion
- Present a selection of relevant information in a written piece (historical report, fictional narrative, in-depth study or by answering a range of historical questions)

- The Egyptians used water to cook, clean, irrigate crops, a food source.
- Cities developed over time. Architecture was an important aspect of life.
- Soldiers and citizens worked together to create buildings from mud bricks or stone and constructed pyramids, tombs/monuments for the pharaoh.
- Art developed and was used to decorate objects and tombs.
- Religion was important, so priests held religious ceremonies at temples and buried the dead in necropolises outside the city.
- Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities.
- Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.

### Key vocabulary:

archaeologist, artefact, belief, burial chamber, evidence, excavation, grave goods, historian, hierarchy, interpretation, power, status, symbol, wealth cause, consequence, contrast, chronological, effect, impact, legacy, generation, rapid/slow, technology, coexistence, date, duration, future, past, present, timeline

ancient Egyptian, ancient Sumer, architecture, army, belief, civilisation, conquer, Cleopatra VII, decline, emperor, empire, expansion, fertile crescent, god/ goddess, Howard Carter, King Tutankhamun, Indus Valley, kingdom, invention, irrigation, leadership, monument, numerical system, parliament, peasantry, plough, papyrus, pyramid, pharaoh, power, queen, rebellion, religion, rise, sacrifice, social structure, society, scribe, status, tomb, trade, vizier

### Historical analysis/Skill:

- Explain how artefacts provide evidence of everyday life in the past.
- Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them
- Describe the hierarchy and different roles in ancient civilisations.
- Construct a profile of a significant leader using a range of historical sources.
- Explain in detail the multiple causes and effects of significant events.
- Compare and contrast two civilisations.
- Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.



Unit title	Dynamic dynasties	Ground-breaking Greeks
5	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>World history civilisations existed before, after and alongside others.</li> <li>China is the longest lasting civilisation. Oracle bones are pieces of turtle shell, cow bone or sheep bone, which were found at Yinxu. The inscriptions on the oracle bones have provided information about life in the Shang Dynasty.</li> <li>The people of the Shang Dynasty had five important religious beliefs (3 realms: heaven, earth and the underworld, ancestors were important, the human body had two souls, sacrifices were important, special people could communicate with spirits.)</li> <li>Silk and jade objects have been produced in China for thousands of years, since prehistoric times.</li> <li>Understand the hierarchy during the Shang Dynasty</li> <li>everyday life in the Shang Dynasty was different for each person due to their position in society.</li> <li>Warfare was a way of life due to attacks from neighbouring tribes.</li> <li>Power drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs.</li> <li>Misuse of power/poor leadership caused civilisation to decline.</li> <li>Beliefs prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.</li> <li>Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation – Shang Dynasties and the Bronze Age</li> <li>The legacy of ancient China can still be seen in the world today, including Confucianism, systems of government, traditional crafts and structures, inventions, writing, family structure and food and drink.</li> </ul> <p><b>Key vocabulary:</b>          Archaeologist, artefact, evidence, excavation, fact. Historian, inscription, proof, reliable, research, significance, source, tomb, Yinxu          AD /BC, century, future, historical period, sequence, timeline, Afterlife, bronze, ceremony, craftsman, deity, generation, god, jade, sacrifice, silk, soul, spirit, temple, tomb, worship          Ancient China, architecture, belief, calendar, civilisation, custom, culture, empire, government, Han Dynasty, numerical system, peasantry, politics, Qin Dynasty, religion, ritual, Shang Dynasty, unity, warfare, Xia Dynasty, Zhou Dynasty, Great Wall of China, Silk Road</p>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>Different world history civilisations existed before, after and alongside others.</li> <li>There are six periods in ancient Greek history: (the Minoan civilisation the Mycenaean civilisation the Dark, the Archaic period, the Classical period and the Hellenistic period)</li> <li>Bias is the act of supporting/opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.</li> <li>Continuity is the concept that aspects of life stay the same over time eg. rule and government, everyday life, settlements and beliefs. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.</li> <li>The Minoan civilization formed c3000 BC, on the island of Crete. (farmers, fishermen and traders). They developed a written language, became skilled artists and craftsmen and built stone palaces.) Natural disasters change life for the Minoans</li> <li>The Mycenaean ruled parts of Greece from c1600 BC including the Minoan island of Crete. The Minoans influenced the Mycenaeans. Similarities between them, eg. bull and snake goddess worship, pottery and craft work, use of hieroglyphs. Differences, include a greater interest in military power and different roles for women in society.</li> <li>Compare and contrast The Dark Age and the Archaic period</li> <li>Athens was the most powerful city state, with a democracy, judicial system and a powerful navy. It was also a centre for arts and education.</li> <li>The role of men/women and other groups in Athenian social hierarchy</li> <li>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre eg. Hippocrates, Socrates, Aristotle, Pythagoras, etc.</li> </ul> <p><b>Key vocabulary:</b>          artistic impression, author, bias, burial site, cross reference, evidence, Hippocratic Oath, historian, illustration, opinion, Parthenon, primary source, reconstruction, report, secondary source, validity, viewpoint, visualise, written evidence</p>



	Di Xin, Cheng Tang, Confucius, Emperor Qin Shi Huang, King Jie, Ancestor, dynasty, hierarchy, rebellion, revolt, rule, states, treason	cause, change, consequence, continuity, decline, effect, influence, legacy, modern world, progress achievement, ancient Egypt, ancient Greece, ancient Sumer, Archaic, Bronze Age, Classical, Dark Age, democracy, education, fashion, ethics, government, health, Indus Valley, Iron Age, mathematics, Mesolithic, Minoan, Mycenaean, mythology, Neolithic, pantheon, parliament, peasantry, philosophy, politics, religion, Renaissance, Roman, science, Shang Dynasty, social structure, society belief, theatre, trade, vote, warfare, writing. city state, collapse, colony, conquer, control, council, councillor, debate, democracy, dynasty, exile, gender, general, government, hierarchy, jury, league, lower class, middle class, monarchy, power, priest, priestess, punishment, rebellion, revolt, slave, soldier, tax, trader, truce, upper class Archimedes, Aristotle, Hippocrates, Homer, King Minos, Mark Anthony, Octavian, Pericles, Plato, Pythagoras, Socrates, Thales. Olympics, Trojan War.
	<p><b>Historical analysis/Skill:</b></p> <ul style="list-style-type: none"> <li>Sequence and make connections between periods of world history on a timeline.</li> <li>Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</li> <li>Describe the significance, impact and legacy of power in ancient civilisations.</li> <li>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</li> <li>Articulate and organise important information and detailed historical accounts using topic related vocabulary</li> <li>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy)</li> </ul>	<p><b>Historical analysis/Skill:</b></p> <ul style="list-style-type: none"> <li>Sequence/make connections between periods of world history on a timeline.</li> <li>Frame historically valid questions about continuity and change and construct informed responses.</li> <li>Compare and contrast an aspect of history across two or more periods studied</li> <li>Explain how everyday life in an ancient civilisation changed or continued during different periods.</li> <li>Articulate and organise important information and detailed historical accounts using topic related vocabulary</li> </ul>
<b>Unit title</b>	<b>MAAFA</b>	<b>Britain at war</b>
6	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>Kingdom of Benin, Kingdom of Aksum and the Mali Empire, were powerful, highly-evolved civilisations, created wealth and power from Africa's natural resources, trade and military prowess.</li> <li>Common traits of leaders include personal charisma; strong beliefs; the right to rule, including by democratic vote, divine right of kings and personal qualities, such as determination, ability to communicate.</li> </ul>	<p><b>Key knowledge:</b></p> <ul style="list-style-type: none"> <li>The First World War started because of alliances, imperialism, militarism and nationalism within Europe. These four aspects caused rising tensions.</li> <li>Men volunteered to go to war for many reasons, including patriotism, propaganda, peer pressure, shame and adventure.</li> <li>Allied Powers and enemy troops fought on different fronts, creating trenches to avoid losing ground</li> </ul>



- Motives include birth right; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.
- Britain played a key role in the Maafa. Elizabeth I gave John Hawkins permission to become the first British slave trader in 1562
- British privateers seized lands in the West Indies and built plantations on the islands, which used enslaved workers.
- Britain transported over 3 million enslaved people across the Atlantic, more than any other country.
- This trade had many consequences, including human suffering, an increase in war and conflict in Africa, a decrease in the African population, the loss of indigenous culture and the creation of racist ideologies.
- The triangular slave trade consisted of three journeys
- The human impact of the triangular slave trade - People separated from their families, suffering hardship, death in coastal forts, enslaved people were treated badly and suffered illness, injury and physical punishments.
- Life was very difficult for enslaved people on plantations.
- Resistance by enslaved people played a key role in the abolition of slavery.
- Britain benefitted from the enslavement of African people
- Liverpool was a Britain's main slaving port.
- Life was difficult for enslaved people after abolition of the slave trade and slavery.
- In the 1880s, European countries began to colonise Africa, taking advantage of Africa's natural resources and building their overseas empires.
- Throughout the 20th century, black people from territories in the British Empire were recruited and invited to Britain.
- Black people who came to live in Britain suffered racial discrimination, and many were treated unfairly.
- Race Relation Act banned discrimination

### Key vocabulary:

Archaeologists, bias, emotion, excavation, historian, Olaudah Equiano, Ottobah Cuguano, viewpoint, Zachary Macaulay  
Abolition of the Slave Trade Act, British slave trade, Equality Act, Industrial Revolution, Race Relations Act, Slavery Abolition Act,  
British Empire, Empire of Ghana, Great Zimbabwe, Kingdom of Aksum, Kingdom of Benin, Mali Empire, Nubian civilisation, polytheism, Songhai Empire, Swahili culture, trade

- a wide variety of sources of evidence about life in First World War trenches, including film footage, first-hand recounts, photographs and letters.
- New weaponry technology developed at a rapid rate during the First World War eg. aircrafts used for spying and bombing, tanks were used to provide protection from bullets and shells, submarines could sail underwater, etc.
- War affected the lives of ordinary citizens in many ways
- There were many causes of the Second World War.
- Britain had for the Second World War a year before it was declared eg. weapons, conscription, blackouts, evacuation, recruiting air raid wardens, distributing gas masks, building air raid shelters, introducing rationing and the Dig for Victory campaign and encouraging women to take up war work.
- The Second World War was the most technologically advanced conflict in history.
- The Battle of Britain was a major air campaign fought over southern Britain from 10th July to 31st October 1940.
- War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity – Anne Frank
- Different types of bias include political, cultural or racial
- Leaders and monarchs have changed the course of history in a variety of ways - invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies.

### Key vocabulary:

Battle of Britain, Blitz, conscription, D-Day, Dig for Victory, English Civil War, First World War, home front, RAF, Remembrance Sunday, Second World War. Surrender, trench warfare, VE day, Women's Voluntary Service, Alliance, Allied Powers, assassination, Axis Power, battleship, bomber, codebreaker, Central Power, defensive trench, fascism, imperialism, League of Nations, Nazi Party, radar, submarine, stalemate, tension, technology, warmongering, welfare state, Zeppelin  
Anderson shelter, antisemitism, colony, conflict, civilian, conflict, gas mask, genocide, Holocaust, invasion, patriotism, propaganda, rebellion, resistance, retaliation, serviceman/servicewomen, significance, surrender, territory, tactic, victory,





	<p>Auction, branding iron, cotton, country house, cowrie shells, discrimination, enslaver, indigenous, labourer, merchant, poverty, rice, rum, sacrifice, salt mine, shackles, slave market, slave ship, sugar plantation, tobacco Maafa, abduction, anarchy, captor, conquistador, diaspora, enslavement, exploitation, oppression, privateer, racism, Royal Navy, Sons of Africa, sugar boiler, superiority, transatlantic slave trade, triangular slave trade, Windrush,</p>	
	<p><b>Historical analysis/Skill:</b></p> <ul style="list-style-type: none"> <li>• Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy)</li> <li>• Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</li> <li>• Present a detailed historical narrative about a significant global event.</li> <li>• Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</li> <li>• Identify different types of bias in historical sources and explain the impact of that bias</li> <li>• Describe the growth of the British economy and the ways in which its growth impacted on British life.</li> <li>• Articulate and present a clear, chronological world history narrative within and across historical periods studied.</li> </ul>	<p><b>Historical analysis/Skill:</b></p> <ul style="list-style-type: none"> <li>• Describe the causes and consequences of a significant event in history.</li> <li>• Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</li> <li>• Questions can be used to evaluate the usefulness of a historical source.</li> <li>• Describe some of the significant achievements of mankind and explain why they are important.</li> <li>• Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</li> <li>• Identify different types of bias in historical sources and explain the impact of that bias.</li> <li>• Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. View progression</li> <li>• Describe and explain the significance of a leader or monarch.</li> </ul>

