

**History curriculum intent**

At Nether Green Junior School, we believe that it is important to learn through an enquiry-based curriculum. Each historical project is taught thematically through key learning questions. We introduce substantive concepts during our projects, such as ‘Empire’ and ‘Invasion’ and use disciplinary knowledge to develop our historical skills. Disciplinary knowledge is based around 6 key aspects: sources and evidence, historical significance, historical interpretation, cause and consequence, change and continuity and similarity and difference. We also aim to develop children’s chronological understanding across the subject, through use of topical and world timelines.

The history curriculum also aims to show diversity across the subject, developing our historical knowledge of world as well as British history. Our curriculum is designed to encourage creativity, imagination, debate, discussion and independence.

	Y3	Y4	Y5	Y6
<b>Autumn</b>	Stone Age to Iron Age	Ancient Greeks	Anglo-Saxons and Vikings	The Victorians
<b>Spring</b>	Ancient Egyptians	Romans	Golden Age of Islam	World War II
<b>Summer</b>			The Great Plague	

Year group	Prior Knowledge	New Substantive Knowledge	Vocabulary	Challenge	Disciplinary Knowledge
<b>Y3 Autumn</b>	KS1 national curriculum- Changes within living memory Events beyond living memory- E.g. Great Fire of London Significant individuals- E.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell Local historical event	<b>Stone Age to Iron Age:</b> To understand changes in Britain from the Stone Age to the Iron Age  Main theme- <b>Settlement</b> To understand the meaning of settlement	Main theme- Settlement To understand the meaning of settlement in the context of the Stone Age.  Other concept vocabulary- - Chronology - AD	-Look at additional sources of information. - Further interpretation of events and how they impact on our lives today. - Understand further the	(highlighted disciplinary knowledge to be the main focus of the project)  Sources and evidence (how historians use sources to make claims about the past)- To know what sources of evidence have survived the period. Look at representations of the period – museum, cartoons etc.  Historical interpretation (How and why historical interpretations are different)-

<p>KS1 Broomhill- What Do Kings and Queens Live in Castles? Trip to Conisborough Castle</p> <ul style="list-style-type: none"> <li>To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>To know where the people and events that they study fit within a chronological framework and identify similarities and differences between the ways of life in different periods.</li> <li>To use a wide vocabulary of everyday historical terms</li> <li>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>To understand ways in which we find out about the past and identify different ways in which it is represented.</li> </ul> <p>KS1 Nether Green Infants- 'Our World'</p> <ul style="list-style-type: none"> <li>◆The Gunpowder plot—Guy Fawkes</li> <li>◆Remembrance Day ◆Scott of Antarctica</li> </ul> <p>Fire and Water</p> <ul style="list-style-type: none"> <li>◆Seasides in the Past ◆The Great Fire of London ◆The Gunpowder plot—Guy Fawkes</li> </ul>	<p>in the context of the Stone Age</p> <p>To understand when the Stone Age, Bronze Age and Iron Age was.</p> <p>To learn what life was like for people during the Stone Age.</p> <p>Understand the impact that the introduction of farming had on Britain.</p> <p>To learn about the settlements, Creswell Crags, Skara Brae, Stonehenge and Carl Walk and know what we can learn from them.</p> <p>To know how houses change between the Stone Age, Bronze Age and Iron Age</p> <p>To understand what everyday life was like, including diet.</p> <p>To learn about Bronze</p>	<ul style="list-style-type: none"> <li>- BC</li> <li>- Primary source</li> <li>- Secondary source</li> <li>- Prehistoric</li> <li>- Artefact</li> <li>- Archaeology</li> <li>- Historically accurate</li> <li>- Stone Age, Bronze Age, Iron Age</li> <li>- Palaeolithic</li> <li>- Neolithic</li> <li>- Mesolithic</li> <li>- Hunter gatherer</li> <li>- Celts</li> </ul> <p>Disciplinary concepts- Sources and evidence, historical significance, historical interpretation, cause and</p>	<p>cause and consequences of events as well as change and continuity.</p> <p>- Children to further develop their comparison skills-</p> <p>Investigate what societies in Mesopotamia, the Indus valley and in China: <b><i>What did Ancient Egypt have in common with other civilizations from that time?</i></b></p> <p>To develop a clearer understanding of the concept of Empire and be able to explain what</p>	<p>Identify and give reasons for different ways in which the past is represented</p> <p>Cause and consequence (How historians make judgements about why an event occurred, or the consequences of an event)-</p> <p>Compare key developments during the period and be able to evaluate their impact.</p> <p>To consider how key discoveries impacted Britain.</p> <p>Change and continuity (How historians make judgements about the extent, nature, or pace of change across time)-</p> <p>Compare key developments during the period and be able to evaluate their impact.</p> <p><b>Similarity and difference</b> (how historians make judgements about the extent of similarity and difference within or between groups, places or societies in the same time period)-</p> <p>Be able to draw comparisons between the Palaeolithic, Mesolithic and Neolithic period.</p> <p>To look at the change that occurred between the Stone Age, Iron Age and Bronze Age.</p> <p>Historical significance (How historians and others ascribe significance to historians, people or events)-</p> <p>Children should understand how life developed</p>
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	<p>'Superheroes' Superheroes from the past:- ♦ Florence Nightingale ♦ Neil Armstrong Brilliant Britain Then ♦ The Titanic ♦ British Inventions (toys) 'Grow, Grow, Grow!' Changes within living memory. Once Upon a Time Castles -visit a castle ♦ Lives of significant people in the past ♦ Comparing life now and then</p>	<p>Age culture and advancements made. To learn about Iron Age culture and advancements made. To understand who the Celts were and how they made Iron.</p>	<p>consequence, similarity and difference, change and continuity</p>	<p>disciplinary knowledge they are considering each lesson.</p>	<p>for early humans and the impact this had. E.g. farming  Chronological understanding- Place the time studied on a timeline Use dates and terms related to the study of the unit and passing of time</p>
<p><b>Y3 Spring</b></p>	<p>See Y3 Autumn term Stone Age to Iron Age 'Flashback History'</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; <u>Ancient Egypt</u>; The Shang Dynasty of Ancient China.  Main theme- <b>Empire</b> To understand the meaning of Empire in the context of the Ancient Egyptians</p>	<p>Main theme- Empire To understand the meaning of Empire in the context of the Ancient Egyptians  Other concept vocabulary- - Ancient Egypt - Significant - Chronology BC AD - Settlement - Civilisation - Trade - Artefact</p>	<p>-Look at additional sources of information. - Further interpretation of events and how they impact on our lives today. - Understand further the cause and consequences of events as well as change and continuity. - Children to further develop their</p>	<p>(highlighted disciplinary knowledge to be the main focus of the project) <b>Sources and evidence</b> (how historians use sources to make claims about the past)- Compare accounts of events from different sources. Begin to identify historical interpretations of sources Use the library and internet for research with increasing confidence Identify and give reasons for different ways in which the past is represented Look at representations of the period – museum, cartoons etc. To understand why we have more sources of evidence about the Ancient Egyptians than we have about the Stone Age.</p>

		<p>To know when the Ancient Egyptians lived in the context of world history.</p> <p>To learn about everyday life for the Egyptians.</p> <p>To learn about the process of mummification.</p> <p>To find out about Egyptian hieroglyphics.</p> <p>To learn about the Ancient Egyptians religious beliefs.</p> <p>To learn about the Shang Dynasty and Indus Valley civilisations and compare to Egypt.</p> <p>To consider what food was consumed in Ancient Egypt.</p>	<ul style="list-style-type: none"> <li>- Tutankhamun</li> <li>- Howard Carter</li> <li>- River Nile</li> <li>- Farming</li> <li>- Slave</li> <li>- Mummification</li> <li>- Tomb</li> <li>- Burial site</li> <li>- Valley of the Kings</li> <li>- Pyramid</li> <li>- Shang Dynasty</li> <li>- Indus Valley</li> <li>- Norte Chico</li> </ul> <p>Disciplinary concepts- Settlement Sources and evidence, historical significance, historical interpretation, cause and</p>	<p>comparison skills- understanding the similarities and differences between the Stone Age and Iron Age.</p> <p>To develop a clearer understanding of the concept of 'settlement' and be able to explain what disciplinary knowledge they are considering each lesson.</p>	<p>Historical interpretation (How and why historical interpretations are different)-</p> <p>To interpret religious beliefs during the Ancient Egyptian civilisation.</p> <p>To understand the various ways we can tell a story from a long time ago from historical sources.</p> <p>Cause and consequence (How historians make judgements about why an event occurred, or the consequences of an event)-</p> <p>Examine causes and results of great events and the impact on people</p> <p>Change and continuity (How historians make judgements about the extent, nature, or pace of change across time)-</p> <p>To learn what the Ancient Egyptians had in common with other civilisations</p> <p>Similarity and difference (how historians make judgements about the extent of similarity and difference within or between groups, places or societies in the same time period)-</p> <p>Make comparisons between different times in the past</p> <p>Study different aspects of different people - differences between men and women</p> <p>Historical significance (How historians and others ascribe significance to historians, people</p>
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			consequence, similarity and difference, change and continuity		<p>or events)- To understand the significance the Ancient Egyptians had on society.</p> <p>Chronological understanding</p> <p>Place the time studied on a timeline</p> <p>Use dates and terms related to the study of the unit and passing of time</p> <p>Sequence several events or artefacts</p>
<b>Y3 Summer</b>		'Flashback History'- Recall of knowledge learnt in KS1 and Year 3.			A variety of disciplinary knowledge.
<b>Y4 Autumn</b>	Link Ancient Greece to Ancient Egyptians	<ul style="list-style-type: none"> <li>To perform a study of Greek life and achievements and their influence on the western world.</li> <li>To understand the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day.</li> </ul> <p>Historical vocabulary/ substantive knowledge- main</p>	<p>Concepts: Historical vocabulary/ substantive knowledge- main theme- <b>Democracy</b> To understand the meaning of democracy in the context of the Ancient Greeks</p> <p>Other concept vocabulary-</p> <ul style="list-style-type: none"> <li>- Ancient Greece</li> <li>- Chronology</li> </ul>	<p>-Look at additional sources of information and start to consider how trustworthy they are. - Further interpretation of events and how they impact our lives today and to be able to discuss this in some detail.</p>	<p>(highlighted disciplinary knowledge to be the main focus of the project)</p> <p>Sources and evidence (how historians use sources to make claims about the past)-</p> <ul style="list-style-type: none"> <li>To identify historical interpretations of sources</li> <li>Use evidence to build up a picture of a past event</li> </ul> <p>Historical interpretation (How and why historical interpretations are different)-</p> <ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction</li> <li>Offer some reasons for different versions of events</li> </ul>

		<p>theme- <b>Democracy</b>                  To understand the meaning of democracy in the context of the Ancient Greeks</p> <p>To read and interpret the Battle of Marathon</p> <p>To learn how Ancient Greece was ruled</p> <p>To decide the most important ideas in Greek society.</p> <p>To learn how modern culture has been inspired by the Ancient Greeks.</p> <p>To decide who the most influential Greeks were in society.</p> <p>To learn about the most important ideas in Greek society and how they influenced us today.</p> <p>To consider what legacies this civilization has left.</p> <p>To evaluate the power of Athens and how it changed to become a</p>	<ul style="list-style-type: none"> <li>- Civilisation</li> <li>- Colonisation</li> <li>- Athens</li> <li>- Sparta</li> <li>- City states</li> <li>- Silver mines</li> <li>- Trade</li> <li>- Philosophers</li> <li>- Parthenon</li> <li>- Athenian</li> <li>- Assembly</li> <li>- Ostrakon</li> <li>- Battle of Marathon</li> <li>- Persia</li> <li>- Legacy</li> <li>- Architecture</li> <li>- Olympics</li> <li>- Theatre</li> <li>- Language</li> </ul> <p>Significance                  Disciplinary knowledge-                  Sources and evidence, historical</p>	<p>- Understand further the cause and consequences of events as well as change and continuity.</p> <p>Start to understand and use these terms.</p> <p>- Children to further develop their comparison skills- understanding the similarities and differences the Roman Empire and other civilisations.</p> <p>To develop a clear understanding of the concept of Democracy and be able to explain what</p>	<p>Cause and consequence (How historians make judgements about why an event occurred, or the consequences of an event)-</p> <ul style="list-style-type: none"> <li>• Examine causes and results of great events and the impact on people</li> </ul> <p>Evaluate the legacies that the civilization has left using historical evidence and various judgements.</p> <p><b>Change and continuity</b> (How historians make judgements about the extent, nature, or pace of change across time)-</p> <ul style="list-style-type: none"> <li>• Compare life in early and late 'times' studied</li> <li>• Compare an aspect of life with the same aspect in another period                         <ul style="list-style-type: none"> <li>• Compare aspects of events studied to today.</li> </ul> </li> </ul> <p>Similarity and difference (how historians make judgements about the extent of similarity and difference within or between groups, places or societies in the same time period)-</p> <ul style="list-style-type: none"> <li>• Study different aspects of different people - differences between men and women</li> <li>• Compare an aspect of lie with the same aspect in another period</li> </ul> <p>Historical significance (How historians and others ascribe significance to historians, people or events)-</p> <ul style="list-style-type: none"> <li>• Know why it is important to study the Ancient Greeks and the events that took place during the period.</li> </ul>
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		<p>superpower. To learn how Ancient Greece was ruled compared to other civilizations To know where and when the Ancient Greeks lived To consider how we can encourage future children to continue to learn about the Greeks.</p>	<p>significance, historical interpretation, cause and consequence, similarity and difference, change and continuity</p>	<p>disciplinary knowledge they are considering each lesson.</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> <li>To place events from period studied on timeline.</li> <li>To use terms related to the period and begin to date events.</li> <li>To understand more complex terms e.g. BC/AD.</li> </ul>
<p><b>Y4 Spring</b></p>	<p>Main point of comparison is Ancient Egypt- Show in start of project timelines Some knowledge of Shang Dynasty and Indus Valley Knowledge of Stone Age to Iron Age</p>	<p>The Roman Empire and its impact on Britain Examples: This could include: Julius Caesar’s attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian’s Wall British resistance, for example, Boudica ‘Romanisation’ of Britain: sites such as</p>	<p>Historical vocabulary/ substantive knowledge- main theme- <b>Empire</b> To understand the meaning of Empire in the context of the Roman Empire</p> <p>Other concept vocabulary-</p> <ul style="list-style-type: none"> <li>Romans</li> <li>Chronology</li> <li>BC AD</li> <li>Invasion</li> </ul>	<p>-Look at additional sources of information and start to consider how trustworthy they are. - Further interpretation of events and how they impact our lives today and to be able to discuss this in some detail. - Understand further the cause and</p>	<p>(highlighted disciplinary knowledge to be the main focus of the project)</p> <p>Sources and evidence (how historians use sources to make claims about the past)-</p> <ul style="list-style-type: none"> <li>Begin to identify historical interpretations of sources</li> <li>Use evidence to build up a picture of a past event</li> <li>Use the library and internet for research with increasing confidence</li> </ul> <p>Historical interpretation (How and why historical interpretations are different)-</p> <ul style="list-style-type: none"> <li>Compare accounts of events from different sources – Begin to discuss the reliability of some sources</li> <li>Offer some reasons for different versions of events</li> </ul>



		<p>Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>Historical vocabulary/ substantive knowledge- main theme- <b>Empire</b></p> <p>To understand the meaning of Empire in the context of the Roman Empire</p> <p>To consider what we already know about the Romans and what we want to find out. To evaluate whether the Celts should have fought the Romans using historical sources and research. To evaluate sources of evidence as to how and why Britain changed after the invasion. To understand where and when the Roman</p>	<ul style="list-style-type: none"> <li>- Primary source</li> <li>- Secondary source</li> <li>- Civilisation</li> <li>- Rebellion</li> <li>- Conquer</li> <li>- Revolt</li> <li>- Army</li> <li>- Control</li> <li>- Celts</li> <li>- Claudius</li> <li>- Boudicca</li> <li>- Technology</li> <li>- Governme nt</li> <li>- Advancem ents</li> <li>- Mount Vesuvius</li> <li>- Pompeii</li> <li>- Romanisati on</li> <li>- Decline</li> </ul> <p>Disciplinary knowledge- Sources and evidence, historical significance,</p>	<p>consequences of events as well as change and continuity. Start to understand and use these terms.</p> <p>- Children to further develop their comparison skills- understanding the similarities and differences between the Greek and Roman civilisations.</p> <p>To develop a clear understanding of the concept of Empire and be able to explain what disciplinary knowledge they are</p>	<p><b>Cause and consequence</b> (How historians make judgements about why an event occurred, or the consequences of an event)-</p> <ul style="list-style-type: none"> <li>• Examine causes and results of great events and the impact on people</li> </ul> <p>Evaluate the legacies that the Empire has left and different historical judgements of this.</p> <p>Change and continuity (How historians make judgements about the extent, nature, or pace of change across time)-</p> <ul style="list-style-type: none"> <li>• Compare life before and after the invasion.</li> <li>• Compare an aspect of life with the same aspect in another period e.g. women</li> </ul> <p>Similarity and difference (how historians make judgements about the extent of similarity and difference within or between groups, places or societies in the same time period)-</p> <ul style="list-style-type: none"> <li>• Study different aspects of different people - differences between Romans and Celts</li> <li>• Compare an aspect of life with the same aspect in another period – E.g. Eruption of Mount Vesuvius</li> </ul> <p>Historical significance (How historians and others ascribe significance to historians, people or events)-</p> <ul style="list-style-type: none"> <li>• Know significant dates and events within the period and why historians consider them to be significant</li> </ul> <p>Know why we are studying the Roman invasion of Britain.</p>
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		<p>Empire was and compare to other Empires.                  To consider what caused the Romans to invade Britain.                  Consider the impact of technology and the 'Romanisation' of Britain.                  To understand why the Romans left Britain and the impact it had.                  To learn about the story of Boudica.                  To learn how the Romans were able to keep control of such a vast empire.</p>	<p>historical interpretation, cause and consequence, similarity and difference, change and continuity</p>	<p>considering each lesson.</p>	<p>Chronological Understanding</p> <ul style="list-style-type: none"> <li>To place events from period studied on time line.</li> <li>To use terms related to the period and begin to date events.</li> <li>To understand more complex terms e.g. BC/AD.</li> </ul>
<p><b>Y4</b> <b>Summer</b></p>		<p>'Flashback History'-                  Recall of knowledge learnt in KS1 and Year 3 and Year 4.</p>			<p>A variety of disciplinary knowledge.</p>
<p><b>Y5</b> <b>Autumn</b></p>	<p>Stone Age to Iron Age Y3                  Ancient Egyptians Y3                  Ancient Greeks Y4                  Romans Y4                  Children will have some prior knowledge of invasion and settlement from previous projects</p>	<p>History:                  Britain's settlement by Anglo-Saxons and Scots                  The Viking and Anglo-Saxon struggle for the Kingdom of England to</p>	<p>Main theme- <b>invasion</b>                  To understand the meaning of invasion in the context of the Vikings.</p>	<p>-Look at additional sources of information and consider how trustworthy they are.</p>	<p>(highlighted disciplinary knowledge to be the main focus of the project)                  Sources and evidence (how historians use sources to make claims about the past)-</p> <ul style="list-style-type: none"> <li>Compare accounts of events from different sources – fact or fiction and offer some reasons for different versions of events</li> </ul>

		<p>the time of Edward the Confessor.</p> <p>Main theme- <b>invasion</b> To understand the meaning of invasion in the context of the Vikings.</p> <p>To understand how the Anglo-Saxons and Vikings came to Britain To learn about what life was like during Anglo-Saxon rule. To learn about Anglo-Saxon settlement from a study of place name endings. To learn about how the Vikings came to Britain- Viking Longhouses To understand where the Vikings came from and why To learn about how</p>	<p>Other concept vocabulary-</p> <ul style="list-style-type: none"> <li>- Chronology</li> <li>- Romans</li> <li>- Anglo-Saxons</li> <li>- Vikings</li> <li>- Kingdom</li> <li>- Artefact</li> <li>- Primary source</li> <li>- Secondary source</li> <li>- Angles, Saxons, Frisians, Jutes</li> <li>- Dark Ages</li> <li>- Settlement</li> <li>- Village</li> <li>- Local History</li> <li>- Scandinavia</li> <li>- Longboat</li> <li>- Longhouse</li> <li>- Snekkja ship</li> <li>- Raid</li> <li>- Lindisfarne</li> <li>- Alfred the Great</li> <li>- Wessex</li> </ul>	<p>- Further interpretation of events and how they impact our lives today and to be able to discuss this in detail.</p> <p>- Understand further the cause and consequences of events as well as change and continuity.</p> <p>Start to understand and use these terms.</p> <p>- Children to further develop their comparison skills- understanding the similarities and differences between Anglo-Saxons and Vikings.</p>	<p><b>Historical interpretation</b> (How and why historical interpretations are different)-</p> <ul style="list-style-type: none"> <li>• Offer some reasons for different versions of events- A shift between historical sources about the Vikings from the 1970s.</li> </ul> <p>Cause and consequence (How historians make judgements about why an event occurred, or the consequences of an event)-</p> <ul style="list-style-type: none"> <li>• Examine causes and results of great events and the impact on people- 1066 and the end of the Viking period</li> </ul> <p>Change and continuity (How historians make judgements about the extent, nature, or pace of change across time)-</p> <ul style="list-style-type: none"> <li>• Compare life in early and late 'times' studied and how different judgements have been made about whether the Vikings 'raided' or 'settled'.</li> </ul> <p>Similarity and difference (how historians make judgements about the extent of similarity and difference within or between groups, places or societies in the same time period)-</p> <ul style="list-style-type: none"> <li>• Study different aspects of different people - differences between men and women</li> </ul> <p>Historical significance (How historians and others ascribe significance to historians, people or events)-</p> <ul style="list-style-type: none"> <li>• Understand why we are studying this period and the overall impact on British history.</li> </ul>
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		<p>the Vikings tried to take over the country To understand what historical excavations can tell us about life during the Dark Ages To consider how we should remember the Vikings</p>	<ul style="list-style-type: none"> <li>- Danegeld</li> <li>- Danelaw</li> <li>- Treaty of Wedmore</li> <li>- Excavations</li> <li>- Archaeology</li> <li>- Civilisation</li> <li>- Period</li> <li>- Era</li> <li>- Battle of Hastings</li> <li>- Edward the Confessor</li> <li>- Abbasid Empire</li> </ul> <p>Disciplinary knowledge- Sources and evidence, historical significance, historical interpretation, cause and consequence, similarity and difference, change and continuity</p>	<p>Clearly answer the question and justify whether they think the Vikings were settlers or raiders.</p> <p>To develop a clear understanding of the concept of Invasion and be able to explain what disciplinary knowledge they are considering each lesson.</p>	<p>Chronological understanding-</p> <ul style="list-style-type: none"> <li>• Know and sequence key events of time studied, using relevant terms and period labels</li> </ul>
<p><b>Y5</b> <b>Spring</b></p>	<p>Stone Age to Iron Age Ancient Egyptians Ancient Greeks</p>	<p>History: Knowledge / understanding of</p>	<p>Main theme- <b>Empire</b> To understand the</p>	<p>-Look at additional sources of</p>	<p>(highlighted disciplinary knowledge to be the main focus of the project)</p>

	<p>Romans Children will be able to compare to Viking Britain during the same period</p>	<p>wider world history - Non-European society that contrasts with British history. - Early Islamic civilizations (inc. study of Baghdad c 900AD)</p> <p>Historical vocabulary/ substantive knowledge- main theme- <b>Empire</b></p> <p>To understand the meaning of Empire in the context of the Golden Age of Islam</p> <p>To consider whether there was a civilisation before the Abbasid Empire.</p> <p>How were the Arabs able to spread so far? To find out and interpret who a famous scholar was from this time and where our number system came from- Al Khwarizmi.</p>	<p>meaning of Empire in the context of the Golden Age of Islam</p> <p>Other concept vocabulary-</p> <ul style="list-style-type: none"> <li>- Abbasid Empire</li> <li>- Golden Age</li> <li>- AD</li> <li>- Arabian</li> <li>- Islam</li> <li>- Baghdad</li> <li>- Century</li> <li>- Caliph</li> <li>- Prophet Mohammed</li> <li>- Caliph Al Mansur</li> <li>- River Tigris</li> <li>- House of Wisdom</li> <li>- Cordoba</li> <li>- Arabian Nights</li> <li>- Al-Khwarizmi</li> <li>- Number system</li> <li>- Mongols</li> </ul>	<p>information and consider how trustworthy they are.</p> <p>- Further interpretation of events and how they impact our lives today and to be able to discuss this in detail.</p> <p>- Understand further the cause and consequences of events as well as change and continuity.</p> <p>Start to understand and use these terms.</p> <p>- Children to further develop their comparison skills- understanding the similarities</p>	<p>Sources and evidence (how historians use sources to make claims about the past)-</p> <ul style="list-style-type: none"> <li>• Compare accounts of events from different sources. Discuss the reliability of sources.</li> </ul> <p>Historical interpretation (How and why historical interpretations are different)-</p> <ul style="list-style-type: none"> <li>• Compare accounts of events from different sources – fact or fiction</li> <li>• Offer some reasons for different versions of events</li> </ul> <p>Cause and consequence (How historians make judgements about why an event occurred, or the consequences of an event)-</p> <ul style="list-style-type: none"> <li>• Examine causes and results of great events and the impact on people- Be able to draw conclusions from this</li> </ul> <p>Change and continuity (How historians make judgements about the extent, nature, or pace of change across time)-</p> <ul style="list-style-type: none"> <li>• Compare life based on geographical location</li> <li>• Compare an aspect of life with the same aspect today</li> </ul> <p>Similarity and difference (how historians make judgements about the extent of similarity and difference within or between groups, places or societies in the same time period)-</p> <ul style="list-style-type: none"> <li>• Make comparisons between different times in the past</li> </ul>
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		<p>To compare using sources of evidence, Baghdad to London during the period. To consider and evaluate what could be learnt about Islam from the capital of Baghdad. To consider what was so special about Baghdad. To consider how and why life was so amazing for rich people in Islamic cities. To consider which Islamic achievements of the period has the most effect on our lives today. To understand where the Ancient Abbasid Empire was. To understand and evaluate the importance of studying Islam in c.900</p>	<ul style="list-style-type: none"> <li>- Genghis Khan</li> <li>- Era</li> <li>- Khmer Empire</li> <li>- Mathematics</li> <li>- Astronomy</li> <li>- Geography</li> <li>- Science and Technology</li> <li>- Philosophy and Literature</li> <li>- Medicine</li> </ul> <p>Disciplinary knowledge- Sources and evidence, historical significance, historical interpretation, cause and consequence, similarity and difference, change and continuity</p>	<p>and differences between the Golden Age of Islam and other Empires. E.g. Roman Empire.</p> <p>- Some children to also be able to justify why we are studying the Golden Age of Islam.</p> <p>To develop a clear understanding of the concept of Empire and be able to explain what disciplinary knowledge they are considering each lesson.</p>	<ul style="list-style-type: none"> <li>• Study different aspects of different people - differences between rich and poor</li> <li>• <b>Historical significance</b> (How historians and others ascribe significance to historians, people or events)-</li> <li>• Know key events of time studied and why it is important to study Islam in this period.</li> </ul> <p>Chronological understanding-</p> <ul style="list-style-type: none"> <li>• Know and sequence key events of time studied</li> <li>• Use relevant terms and period labels</li> <li>• Make comparisons between different times in the past</li> </ul>
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<p><b>Y5 Summer</b></p>	<p>Children have covered Tudor Britain in KS1 Compare any prior knowledge of Britain pre 17<sup>th</sup> century</p>	<p>A local history study- Eyam A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Historical vocabulary/ substantive knowledge- main theme- <b>Sacrifice</b></p> <p>To consider where 1665 fits onto the timeline, drawing on prior knowledge. To understand what happened during the Plague. To look at sources of evidence to establish what London was like in 1665. To look at sources of evidence to find out the symptoms of the Plague and compare to Covid 19. To look at sources of evidence to consider</p>	<p>Main theme- <b>Sacrifice</b> To understand the term 'sacrifice' in the context of the Great Plague.</p> <p>Other concept vocabulary –</p> <ul style="list-style-type: none"> <li>- Plague</li> <li>- 17<sup>th</sup> Century</li> <li>- BC AD</li> <li>- Timeline</li> <li>- Chronology</li> <li>- Primary source</li> <li>- Secondary source</li> <li>- Sanitation</li> <li>- Transport</li> <li>- Population</li> <li>- Living condition</li> <li>- Bubonic plague</li> <li>- Pneumonic Plague</li> <li>- Cause and effect</li> <li>- Impact</li> <li>- Symptoms</li> <li>- Cures</li> </ul>	<p>-Look at additional sources of information and consider how trustworthy they are. - Further interpretation of events and how they impact our lives today and to be able to discuss this in detail. - Understand further the cause and consequences of events as well as change and continuity. Start to understand and use these terms. - Children to further develop their comparison</p>	<p>(highlighted disciplinary knowledge to be the main focus of the project)</p> <p>Sources and evidence (how historians use sources to make claims about the past)-</p> <ul style="list-style-type: none"> <li>• Compare accounts of events from different sources. Discuss the reliability of sources.</li> <li>• Offer some reasons for different versions of events</li> <li>• Use evidence to build up a picture of a past event</li> </ul> <p>Historical interpretation (How and why historical interpretations are different)-</p> <ul style="list-style-type: none"> <li>• Offer some reasons for different versions of events</li> </ul> <p>Evaluate and compare e.g. Plague and Covid 19 outbreak</p> <p>Cause and consequence- (How historians make judgements about why an event occurred, or the consequences of an event)-</p> <ul style="list-style-type: none"> <li>• Examine causes and results of great events and the impact on people- Be able to draw conclusions from this</li> </ul> <p><b>Change and continuity</b> (How historians make judgements about the extent, nature, or pace of change across time)-</p> <ul style="list-style-type: none"> <li>• Compare based on geographical location- Eyam the different sources of evidence comparing London and Eyam</li> </ul>
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		<p>how people thought the Plague could be cured. To interpret how the Plague spread in Eyam. To consider what caused the Plague To consider how viewpoints have changed surrounding mass outbreaks and medical advancements. To compare what London was like in 1665 to today. To compare the Plague to the Covid 19 outbreak.</p>	<ul style="list-style-type: none"> <li>- Pandemic</li> <li>- Epidemic</li> <li>- Plague Doctor</li> <li>- Eyam</li> <li>- George Viccars</li> <li>- William Mompesson</li> <li>- Tudor Britain</li> <li>- Suleiman the Magnificent</li> </ul> <p>Disciplinary knowledge- Sources and evidence, historical significance, historical interpretation, cause and consequence, similarity and difference, change and continuity</p>	<p>skills- understanding the similarities and differences between Plague and Covid 19.</p> <p>To develop a clear understanding of the concept of Sacrifice and be able to explain what disciplinary knowledge they are considering each lesson.</p>	<p>Similarity and difference (How historians make judgements about the extent of similarity and difference within or between groups, places or societies in the same time period)-</p> <ul style="list-style-type: none"> <li>• Study different aspects of different people - differences between rich and poor and men and women</li> <li>• Compare an aspect of life with the same aspect today</li> </ul> <p>Historical significance (How historians and others ascribe significance to historians, people or events)-</p> <ul style="list-style-type: none"> <li>• Know key events of time studied and understand why we are studying the Plague- Compare historians viewpoints on Covid 19.</li> </ul> <p>Chronological understanding-</p> <ul style="list-style-type: none"> <li>• Know and sequence key events of time studied</li> <li>• Use relevant terms and period labels</li> <li>• Make comparisons between different times in the past.</li> </ul>
<p><b>Y6</b> <b>Autumn</b></p>	<p>Queen Victoria as a significant individual in KS1 Tudor Britain in KS1</p>	<p>To study an aspect or theme in British history that extends</p>	<p>Main theme- <b>Kingdom/ Empire</b> To understand the</p>	<p>-Look at additional sources of</p>	<p>(highlighted disciplinary knowledge to be the main focus of the project)</p>



	<p>Plague Y5- Stuart Britain</p>	<p>pupils' chronological knowledge beyond 1066 (a significant turning point in British history, for example, the first railways or the Battle of Britain)</p> <p>Main theme- <b>Conflict</b> To understand the meaning of conflict in the context of the Second World War.</p> <p>To know when WW2 was and how it can be described as modern history.</p> <p>To understand what life was like in Britain leading up to WW2.</p> <p>To consider what the causes of WW2 were.</p> <p>To know what evacuation was and what life was like for evacuees.</p> <p>To learn what the Blitz was and how it</p>	<p>meaning of kingdom in the context of the Victorian Britain</p> <p>Other concept vocabulary-</p> <ul style="list-style-type: none"> <li>- Victorians</li> <li>- Modern History</li> <li>- Century</li> <li>- Artefact</li> <li>- Population</li> <li>- Primary source</li> <li>- Secondary source</li> <li>- Urban</li> <li>- Rural</li> <li>- Bessemer converter</li> <li>- Industrial revolution</li> <li>- Steel industry</li> <li>- Workhouse</li> <li>- Lifestyle</li> <li>- Rich vs poor</li> <li>- Architecture</li> <li>- Era</li> </ul>	<p>information and justify how trustworthy they are.</p> <ul style="list-style-type: none"> <li>- Further interpretation of events and how they impact our lives today and to be able to discuss this in detail.</li> <li>- Understand further the cause and consequences of events as well as change and continuity.</li> </ul> <p>Understand and use these terms with confidence.</p> <ul style="list-style-type: none"> <li>- Children to develop their comparison skills- understanding the similarities</li> </ul>	<p><b>Sources and evidence</b> (how historians use sources to make claims about the past)-</p> <ul style="list-style-type: none"> <li>• Compare accounts of events from different sources – fact or fiction</li> <li>• Identify historical interpretations of sources</li> <li>• Use evidence to build up a picture of a past event</li> <li>• Select relevant sections of information</li> <li>• Use the library and internet for research with increasing confidence</li> </ul> <p><b>Historical interpretation</b> (How and why historical interpretations are different)-</p> <ul style="list-style-type: none"> <li>• Offer some reasons for different versions of events</li> </ul> <p><b>Cause and consequence</b> (How historians make judgements about why an event occurred, or the consequences of an event)-</p> <ul style="list-style-type: none"> <li>• Examine causes and results of great leaders and events and the impact on people</li> </ul> <p>Understand the remaining impact of the period on people today</p> <p><b>Change and continuity</b> (How historians make judgements about the extent, nature, or pace of change across time)-</p> <ul style="list-style-type: none"> <li>• Compare life in early and late 'times' studied</li> <li>• Compare an aspect of life with the same aspect in another period</li> </ul> <p>Evaluate change and continuity locally</p>
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		<p>affected Sheffield and the rest of Britain. To learn about why food was rationed in Britain. To learn about the Battle of Britain and understand why Germany lost. To learn about the end of WW2 and VE Day celebrations. To consider what propaganda is and the reliability of a source. To consider why women were important in WW2 and who the Women of Steel were.</p>	<ul style="list-style-type: none"> <li>- British East India Company</li> <li>- Indian Rebellion</li> <li>- Conflict</li> <li>- Mutiny</li> </ul> <p>Disciplinary knowledge- Sources and evidence, historical significance, historical interpretation, cause and consequence, similarity and difference, change and continuity</p>	<p>and differences between the Victorian era and other periods of history, as well as life today.</p> <p>To develop a clear understanding of the concept of Kingdom and be able to explain what disciplinary knowledge they are considering each lesson.</p>	<p><b>Similarity and difference</b> (How historians make judgements about the extent of similarity and difference within or between groups, places or societies in the same time period)-</p> <ul style="list-style-type: none"> <li>• Study different aspects of different people - differences between the rich and poor</li> <li>• Compare an aspect of life with the same aspect in another period e.g. In India</li> </ul> <p><b>Historical significance</b> (How historians and others ascribe significance to historians, people or events)-</p> <ul style="list-style-type: none"> <li>• Know the significance the Victorians had on the local area</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Know and sequence key events of time studied</li> <li>• Use relevant terms and period labels confidently</li> <li>• Make comparisons between different times in the past</li> </ul>
<p><b>Y6 Spring</b></p>	<p>Compare to the Victorian period (Y6) and any other knowledge they have of conflict e.g. Vikings and Anglo-Saxons (Y5) Prior knowledge may be anecdotal passed down from family members Links to current global events</p>	<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 a local history study</p>	<p>Main theme- <b>Conflict</b> To understand the meaning of conflict in the context of the Second World War.</p>	<p>-Look at additional sources of information and justify how trustworthy they are.</p>	<p>(highlighted disciplinary knowledge to be the main focus of the project)</p> <p>Sources and evidence (how historians use sources to make claims about the past)-</p> <ul style="list-style-type: none"> <li>• Compare accounts of events from different sources</li> <li>• Offer some reasons for different versions of events</li> </ul>

		<p>Historical vocabulary/ substantive knowledge- main theme- <b>Kingdom/ Empire</b> To understand the meaning of kingdom in the context of the Victorian Britain</p> <p>To consider how life was different if you were rich or poor and evaluate evidence.</p> <p>To consider what you already know about Victorian Britain and its impact.</p> <p>To evaluate what life was like in a Victorian workhouse.</p> <p>To understand why people moved from the countries to the cities.</p> <p>To consider why the population grew so rapidly in Sheffield.</p>	<p>Other concept vocabulary-</p> <ul style="list-style-type: none"> <li>- Modern History</li> <li>- Period 20<sup>th</sup> Century</li> <li>- Chronology</li> <li>- Primary source</li> <li>- Secondary source</li> <li>- Living conditions</li> <li>- Allies</li> <li>- Axis</li> <li>- Neville Chamberlain</li> <li>- Evacuation</li> <li>- Ration</li> <li>- Blitz</li> <li>- Bombing raids</li> <li>- Women of Steel</li> <li>- Gender</li> <li>- Propaganda</li> </ul>	<p>- Further interpretation of events and how they impact our lives today and to be able to discuss this in detail.</p> <p>- Understand further the cause and consequences of events as well as change and continuity.</p> <p>Understand and use these terms with confidence.</p> <p>- Children to further develop their comparison skills- understanding the similarities and differences between WWII and other conflicts,</p>	<ul style="list-style-type: none"> <li>• Identify historical interpretations of sources</li> <li>• Use evidence to build up a picture of a past event</li> <li>• Select relevant sections of information</li> <li>• Use the library and internet for research with increasing confidence</li> </ul> <p>Historical interpretation (How and why historical interpretations are different)-</p> <ul style="list-style-type: none"> <li>• Compare accounts of events from different sources.</li> <li>• Offer some reasons for different versions of events considering the reliability of sources.</li> </ul> <p>Cause and consequence (How historians make judgements about why an event occurred, or the consequences of an event)-</p> <ul style="list-style-type: none"> <li>• Examine causes and results of WWII and the impact on people</li> </ul> <p>Understand the remaining impact the war had on people today in Sheffield</p> <p>Change and continuity (How historians make judgements about the extent, nature, or pace of change across time)-</p> <ul style="list-style-type: none"> <li>• Compare how feelings about war have changed from WWII to today.</li> </ul> <p>Similarity and difference (How historians make judgements about the extent of similarity and difference within or between groups, places or societies in the same time period)-</p> <ul style="list-style-type: none"> <li>• Study different aspects of different people -</li> </ul>
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		<p>To understand why people moved from the countries to the cities.                  To understand what life was like in a Victorian workhouse and compare to today.                  To evaluate what Victorian architecture was like and compare it to today.                  To consider the impact of the Bessemer convertor in Sheffield.</p>	<ul style="list-style-type: none"> <li>- Undivided India</li> <li>- Battle of Britain</li> <li>- VE Day</li> </ul> <p>Disciplinary knowledge- Sources and evidence, historical significance, historical interpretation, cause and consequence, similarity and difference, change and continuity</p>	<p>including conflicts happening in the world today.                   To develop a clear understanding of the concept of Conflict and be able to explain what disciplinary knowledge they are considering each lesson.</p>	<p>differences between the opinions of men and women</p> <ul style="list-style-type: none"> <li>• Compare an aspect of life with the same aspect in another period e.g. undivided India</li> </ul> <p><b>Historical significance</b> (How historians and others ascribe significance to historians, people or events)-</p> <ul style="list-style-type: none"> <li>• Know the significance of the event on the local area</li> <li>• To understand how the war impacted the world today.</li> </ul> <p>Chronological understanding-</p> <ul style="list-style-type: none"> <li>• Know and sequence key events of time studied</li> <li>• Use relevant terms and period labels</li> <li>• Make comparisons between different times in the past</li> </ul>
<p><b>Y6 Summer</b></p>		<p>'Flashback History' covering all substantive knowledge learnt across the curriculum.</p>			<p>A variety of disciplinary knowledge.</p>