

History Key Concepts (PKC)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>All About Me Key concepts: Family Trees (grand parents, great-grandparents) When I was a baby Developing sense of chronology; before I was born, before I came to nursery, when I go to school.</p>	<p>Journeys Key concepts: Transport in the past: Motor cars, steam trains, tall ships. Look at images of 'old fashioned' cars and aeroplanes and discuss how they look different today. Mary and Joseph's journey to Bethlehem</p>	<p>Dinosaurs Key concepts: A long time ago our planet was very different, it was hotter and there were lots of volcanoes. (Contrasting environments, chronology) Dinosaurs lived on our planet but they are now extinct. Dinosaurs lived for a long time, some of them lived and died without ever meeting each other (Stegosaurus and T-Rex lived around 80 million years apart)</p>	<p>Growing and Changing Key concepts: Building on basic understanding of chronology, look at old photos of the local area and think about how it has changed.</p>	<p>Animals and their Babies Key concepts: Recap- dinosaurs lived long ago. Now they are extinct. Endangered animals; some animals we know about become extinct (dinosaurs), some animals now are endangered. Choose one of the animals studied and learn about why it is endangered.</p>	<p>Heroes and Adventurers Key concepts: Explorers can use ships to journey around the world. Ernest Shackleton travelled to Antarctica. (Show on map and globe). Adventurers have climbed to the top of Mount Everest, the highest mountain in the world (Show on map and globe). We live on the Earth. The International Space Station orbits the Earth. People want to explore space to find out more about it.</p>
Reception	<p>All About Me Key concepts: My past, present, future and that of others including from stories, families Developing sense of chronology, the School Year.</p>	<p>Transport Key Concepts: George Stephenson, Transport in the Past, modern transport.</p>	<p>Space Key Concepts: People who looked at the stars. Traditional stories to explain the stars, what scientists and astronauts know about our Solar System now, the Moon landings, the International Space Station.</p>	<p>Growing and Changing Key Concepts: Farming in the past locally, how farming worked in the past.</p>	<p>Kings and Queens Key Concepts: The Story of King John and the Magna Carter, locally significant areas in the past, Queen Elizabeth II's coronation in Westminster Abbey</p>	<p>Stories from the Past Key Concepts: Stories from Ancient Greece, Myths and Legends from around the world.</p>

<p>Year 1</p>		<p>Discovering History Main aim: chronological understanding</p> <p>Key concepts: Past, Present, History, Historian, family tree, relationships, grandparents, source, information, archaeologist, artefact</p> <p>Prior learning: Growing in FS Family in FS</p> <p>Built on in: All other Y1 units All units across the school</p> <p>Significant Individual: Mary Seacole.</p> <p>NC objectives: -Changes within living memory. -Significant events beyond living memory. -Significant historical events, people and places in own locality.</p>		<p>Kings and Queens Main aim: Historical terms (empire etc) Events, people and changes</p> <p>Key concepts: kings, queens, democracy, monarchy, war, parliament, barons, law, Magna Carta</p> <p>Prior learning: Queen today Traditional stories with kings and queens</p> <p>Built on in: Prime Ministers (Y1), Law and Power (Y3) The English Civil war (war of the Roses) (Y3) Ancient Greece (democracy – Y3) Henry VIII (Y3) Tudor Monarchs (Y3) Charles I (Y4), Glorious Revolution (Y4) The British Empire (Y5) The Victorian Age (Y5) French revolution (Y5) World War I (Y6)</p> <p>Significant Individual: Queen Elizabeth II</p> <p>NC objectives:</p>		<p>Prime Ministers and Parliament Main aim: Historical terms (empire etc) Events, people and changes</p> <p>Key concepts: Parliament, voting, democracy, monarchy, elections</p> <p>Prior learning: Newsround FS2 Kings and Queens (Yr1) (The Magna Carta) School council votes.</p> <p>Built on in: Ancient Greece and democracy (Y3), The Glorious Revolution (Y4) Roman Society (Y4) Charles I, II (Y4) British Empire (Y5) The abolition of slavery (Y5) Industrial revolution (Y5) The Victorian Age (Y5) World War I (Y6) Suffragettes (Y6) Rise of Hitler and World War II (Y6) The Holocaust (Y6) The Cold War (Y6) The Civil Rights movement</p>
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				<p>-Significant events beyond living memory. -Lives of significant individuals.</p>		<p>Significant Individual: Boris Johnson</p> <p>NC objectives: -Aim: gain and deploy a historically grounded understanding of abstract terms such as parliament. -Significant events beyond living memory. -Lives of significant individuals.</p>
Year 2		<p>Romans in Britain Main aim: Events, people and changes</p> <p>Key concepts: Invasion, empire, settlements, rebellion, Latin, legacy,</p> <p>Prior learning: The UK (Y1) Architecture (Y1) Spatial Sense (Y1 and 2) British Isles (Yr2)</p> <p>Built on in: Anglo Saxons (Yr2) Life in Ancient Rome (Y4) The Rise and Fall of Rome (Y4) Monuments of Rome (Y4) Settlements (Y3) Rivers (Y3) Mediterranean Europe (Y4) British Empire (Y5) Local Study (Y5)</p>		<p>Tudors Main aim: Events, people and changes</p> <p>Key concepts: Life in Tudor England, Henry VIII, The English Reformation, Edward VI and Mary I, Elizabeth I</p> <p>Prior learning: Discovery History Y1 Kings, Queens and Leaders Y1</p> <p>Built on in: The Stuarts Y3/4 The Victorian Age Y5/6</p> <p>Significant Individual: Henry VIII</p> <p>NC objectives: -Significant events beyond living memory. -Lives of significant individuals.</p>		<p>Powerful Voices Main aim: Events, people and changes</p> <p>Key concepts: Gandhi, Rosa Parks and Martin Luther King, Malala Yousafzai , Greta Thunberg, Local: David Attenborough</p> <p>Prior learning: Discovering History Y1</p> <p>Built on in: Prime Ministers and Parliament Y1 Kings, Queens and Leaders Y1 Law and Power Y3/4 The Suffragettes Y5/6 The rise of Hitler and WW2 Y5/6 The history of Human Rights Y5/6</p> <p>NC objectives:</p>

		<p>World War I and II (Y6)</p> <p>Significant Individual: Julius Caesar</p> <p>NC objectives: -Significant events beyond living memory. -Lives of significant individuals.</p>		-Significant historical events, people and places in own locality.		-Changes within living memory. -Significant events beyond living memory. -Lives of significant individuals.
Year 3/4 Cycle A	<p>The Stone Age to the Iron Age Main aim: Chronological understanding Events, people and changes</p> <p>Key concepts: Mesolithic Hunter Gatherers Life in Neolithic Britain The Bronze Age Stonehenge The Iron Age</p> <p>Prior learning: Discovery History Y1 Romans in Britain Y2</p> <p>Built on in: Ancient Greece Y3/4 Life in Rome Y3/4 The rise and fall of Rome Y3/4</p> <p>Significant Individual: Cheddar Man</p>	<p>Ancient Egypt Main aim: Events, people and changes</p> <p>Key concepts: Locating Egypt and the River Nile Life in Ancient Egypt Religion and the Afterlife Tutankhamun and Howard Carter Hieroglyphics</p> <p>Prior learning: Discovering History Y1 Romans in Britain Y2 The Stone Age to the Iron Age Y3/4</p> <p>Built on in: Ancient Greece Y3/4 Life in Rome Y3/4 The rise and fall of Rome Y3/4 The Stone Age to the Iron Age Y3/4</p> <p>NC objectives:</p>	<p>The Anglo-Saxons, Scots and Vikings Main aim: Events, people and changes Chronological understanding</p> <p>Key concepts: Anglo Saxon England The Scots and the Picts Anglo Saxon Settlements Anglo Saxon Culture and Religion Who were the Vikings? Viking Raids and Invasion Alfred the Great Viking settlements and Danelaw Viking Religion and Culture Edward the Confessor The Norman Invasion</p> <p>Prior learning: Discovering History Y1 Romans in Britain Y2 The Stone Age to the Iron Age Y3/4 Ancient Egypt Y3/4</p> <p>Built on in: Ancient Greece Y3/4 Life in Rome Y3/4 The rise and fall of Rome Y3/4 The Stone Age to the Iron Age Y3/4</p>	<p>Law and Power (1154-1272) Main aim: Events, people and changes</p> <p>Key concepts: Henry II and the Rule of Law, Thomas Beckett, the Crusades and Richard the Lionheart, King John and the Magna Carta, Simon de Montfort law, monarchy, democracy, religion</p> <p>Prior learning: Kings and Queens (Y1) Prime ministers and Parliament (Y1) The Ancient Greeks (democracy)</p> <p>Built on in: The wars of the Roses (Y3) Henry VIII (Y3) James I (Y4) Charles I and II (Y4)</p>	<p>The Wars of the Roses Main aim: Events, people and changes</p> <p>Key concepts: Introduction to the War of the Roses; House of Lancaster, House of York, Yorkist, red rose/white rose, civil war, Hundred years war, Henry VI, Edward IV, Edward V, Richard III, the boys in the tower, the Tower of London, the battle of Bosworth Field, archaeologist, Henry VII (Henry Tudor) and the Tudors, Princess Elizabeth, union of the houses of York and Lancaster (red and white rose). monarchy, power, civil war</p> <p>Prior learning: Kings and Queens (Y1) Prehistoric Britain (Y1) – archaeology</p>	

	<p>NC objectives: -Changes in Britain from the Stone Age to the Iron Age</p>	<p>-The achievements of the earliest civilizations- an overview of where and when they appeared: Ancient Egypt.</p>	<p>NC objectives: -The Viking and Anglo-Saxon struggle for the Kingdom of England: Viking raids and invasion, Anglo-Saxon laws and Justice. -Britain's settlement by Anglo Saxons and Scots</p>	<p>Glorious Revolution Baghdad (Y5) The British Empire and abolition of slavery (Y5) The French Revolution (Y5) The industrial Revolution (Y5) Suffragettes (Y6) The Rise of Hitler, WWII (Y6) The Civil Rights Movement (Y6)</p> <p>NC objectives: -A study of an aspect in British history that extends chronological knowledge beyond 1066.</p>	<p>The UK (Y1) Spatial sense (Y1, 2, 3) British Isles (Y2)</p> <p>Built on in: Henry VIII (Y3) Tudor Monarchs (Y3) James I (Y4) English civil war – Charles I (Y4)</p> <p>NC objectives: - A study of an aspect in British history that extends chronological knowledge beyond 1066.</p>
<p>Year 3/4 Cycle B</p>	<p>Ancient Greece Main aim: Historical terms (empire etc) Events, people and changes</p> <p>Key concepts: Greek city states, Olympics, Athens: the rise of democracy, The Persian wars, The battles of Marathon and Thermopylae, Society, civilisation, war, soldiers, invasion, battle, conquests, enemies, children, empire, legacy Power, empire, civilisation, democracy.</p> <p>Prior Learning: Parliament (Yr1) Sculpture (Y1) Architecture (Y1) Seven continents (Y1) Language of art (Y1) Spatial sense (Y1, Y2) Portraits and self-portraits (Y2)</p>	<p>Life in Ancient Rome Main aim: Events, people and changes</p> <p>Key concepts: Locating Ancient Rome, founding of Rome by Romulus, the different governments of Rome, monarchy, senator, republic, empire, war, emperor; Julius Caesar, Augustus, daily life in Ancient Rome, The significance of Pompeii as a historical source, society – patricians (landowners), plebeians (working Romans/citizens),</p>	<p>The Rise and Fall of Ancient Rome Main aim: Events, people and changes Chronological understanding</p> <p>Key concepts: The Punic Wars (Carthaginian Empire – North Africa) and the expanding empire, The Carthaginian General Hannibal, Julius Caesar, Octavius, Caesar Augustus and the Pax Romana (Roman Peace), Mark Antony, Emperor Constantine,</p>	<p>The Stuarts Main aim: Events, people and changes Key concepts: James I and the Union of the Crown The Gunpowder Plot Charles I The English Civil War Oliver Cromwell and the Commonwealth The Restoration of Charles II The Great Plague of 1665 The Great Fire of London Christopher Wren and the Rebuilding of London James II and the Monmouth Rebellion William of Orange and the Bill of Rights</p> <p>Prior Learning: Kings and Queens (Y1) Parliament (Y1) Parliament (Y1)</p>	

	<p>Murals and Tapestries (Y2) Ancient Egypt (Yr2) Romans (Y2) Anglo Saxons (Yr2)</p> <p>Built on in: Spatial sense (Y3, 4, 5, 6) Settlements (Y3) Law and Power (Y3) Henry VIII (Y3) Tudor Monarchs (Y3) Architecture (Y3) Western Europe (Y3) Mythological paintings (Y3) Roman Empire (Y4) James I – gun powder plot (Y4) Charles I, II (Y4) The Glorious Revolution (Y4) The French Revolution (Yr5) Renaissance art (Y6) Renaissance Architecture (Y6) The Pre-Raphaelites (Y6) WWI, WWII (Y6) The Suffragettes (Y6) The Cold War (Y6) The Civil Rights Movement (Y6)</p> <p>Significant Individual: Alexander the Great</p> <p>NC objectives: -Ancient Greece- a study of Greek life and achievements and their influence on the western world.</p>	<p>slaves (people who were not Roman), civilisation, Latin – a Roman legacy, lasting cultural legacy, Roman architecture, forum, gladiatorial games, civilisation</p> <p>Prior learning: Seven continents (y1) Prehistoric Britain ((source materials) Y1) Kings and Queens (Y1) Parliament (Y1) Architecture (Y1) British Isles (Y2) Northern Europe (Y2) Anglo Saxons and Vikings (Y2) Ancient Egypt (Y2) Romans in Britain (Y2) Spatial sense (Y1, Y2, Y3) Ancient Greece (Y3) Alexander the Great (Y3) Western Europe (Y3) Settlements (Y3) Rivers (Y3) Architecture (Y3)</p> <p>Built on in: The Rise And Fall of Ancient Rome (Y4) Charles II (Y4) Mediterranean Europe (Y4) Glorious Revolution (Y4)</p>	<p>Christianity in the Roman Empire, The fall of the Roman Empire, civil war, Pompey, Crassus, Brutus, Cassius, the result of Julius Caesar’s death (assassination), Visigoths – King Alaric, Romulus Augustus – last Roman Emperor, the Dark Ages.</p> <p>Prior learning: Seven continents (y1) Kings and Queens (Y1) Parliament (Y1) British Isles (Y2) Northern Europe (Y2) Ancient Egypt (Y2) Romans in Britain (Y2) Spatial sense (Y1, Y2, Y3) Alexander the Great (Y3) Western Europe (Y3) Rivers (Y3) Life in Ancient Rome (Y4)</p> <p>Built on in: Mediterranean Europe (Y4) The English Civil War (Y4) Monuments of Ancient Rome (Y4) Glorious Revolution (Y4) The British Empire (Y5)</p>	<p>Built on in: The Victorian Age Y5/6</p> <p>NC objectives: --A study of an aspect in British history that extends pupils’ chronological knowledge beyond 1066.</p>
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Year 5/6 Cycle A	<p>The Early British Empire Main aim: Events, people and changes</p> <p>Key concepts: British Empire – Britain 'Mother country' and colonies, monarchy – empire not ruled by an 'emperor', George II, colonisation, exploration, the 'New World', globalisation, trade, chocolate, spices, china cups, tea, trade routes, East India Company, Mughal Empire, treaty between Britain and Bengal, what Britain did when</p>	<p>The Transatlantic Slave Trade Main aim: Events, people and changes Interpretation, enquiry and using sources</p> <p>Key concepts: Empire, Transatlantic Slave Trade, life as a slave, The Atlantic Passage, conditions on slave ships, slave labour on plantations, abolition, Abolitionists, campaigns, individual liberty, Thomas Clarkson, William Wilberforce, Olaudah Equiano, law, anti-slavery, tactics used by the abolitionists; boycott,</p>	<p>The Industrial Revolution Main aim: Events, people and changes</p> <p>Key concepts: Why the industrial revolution was important to Britain, the effects of industrialisation on the world, what were places like before/after industrialisation, industry; Richard Arkwright - cotton production (from hand craft to mechanisation), James Watt/George Stephenson - the significance of the steam engine and</p>	<p>The Victorian Age Main aim: Events, people and changes</p> <p>Key concepts: Monarchy, the reign of Queen Victoria, how Queen Victoria made a series of sensible decisions, Prince Albert, Victorian Cities, how industrialisation caused urbanisation, life in the slums, the poor law/poor reform, government, parliament, the workhouse, how the poor and unemployed were treated, public health, cholera, education,</p>	<p>World War I Main aim: Events, people and changes</p> <p>Key concepts: The causes of World War I, the Great War – Assassination of Archduke Franz Ferdinand, affecting people all over the world, on land, at sea (North Sea, Atlantic – blockades) and in the air, armoured vehicles; tanks, trench warfare, 'no man's land', aeroplanes (for scouting/fighting; Bombers; reconnaissance/ photographs and</p>	<p>The Suffragettes Main aim: Events, people and changes</p> <p>Key concepts: feminism, suffrage, equality, democracy Democracy in the 19th Century (1832 - 3% of the British population could vote – Great Reform Act), John Stuart Mill, politics, parliament, votes, The National Union of Women's Suffrage Societies, peaceful campaigns – writing letters, newspaper reports, petitions, Millicent Fawcett, Emmeline Pankhurst</p>

	<p>the Mughal Empire began to break, the importance of Battle of Plassey, Battle of Quebec, Patriotism, Britannia, William Pitt, General Wolfe, Robert Clive, Queen Elizabeth</p> <p>Prior learning: Kings and Queens (Y1) The UK (Y1) Seven continents (Y1) The British Isles (Y2) Romans in Britain (Y2) Northern Europe (Y2) Spatial sense (Y1, Y2, Y3, Y4, Y5) Ancient Greece (Y3) Alexander the Great (Y3) Law and Power (Y3) Tudor Monarchs (Y3) Western Europe (Y3) Settlements (Y3) Aisia, China, India (Y3) Rivers (Y3) Charles I, II (Y4) James I (Y4) The Glorious Revolution (Y4) Baghdad (Y5)</p> <p>Built on in: The French Revolution (Y5) The abolition of slavery (Y5)</p>	<p>petition, pamphlets, publications, how historians know about the slave trade, primary source materials/evidence, using source materials to infer what life was like in the past, mutiny, West Africa, America, the Committee for the Abolition of the African Slave Trade,</p> <p>Prior learning: Prime ministers/parliament (Y1) Seven continents (Y1) The Romans (Y2) How should we care for others and the world and why does it matter? (Y2) The Ancient Greeks (Y3) Western Europe (Y3) Ancient Rome (Y4) What can we learn from religions about deciding what is right and wrong? (Y4) Mediterranean Europe (Y4) The British Empire (Y5) Spatial sense (Y1, Y2, Y3, Y4, Y5) What would Jesus do? Can people live by the values of Jesus? (Y5) The French Revolution (Y5)</p> <p>Built on in:</p>	<p>trains, Stephenson's 'Rocket', Abraham Derby - why iron and coal were important, children at work – the different jobs, urbanisation, migration, technology, inventions, inventors, work society, industrialisation, urbanisation</p> <p>Prior learning: Parliament (Y1) The UK (Y1) The British Isles (Y2) Settlements (Y3) Rivers (Y3) Northern Ireland (Y3) The Glorious Revolution (Y4) London and the South East (Y4) London and South West (Y4) The British Empire (Y5) The French Revolution (Y5) The Abolition of Slavery (Y5) British geography (Y5)</p> <p>Built on in: The Victorian Age (Y5) Local study (Y5) World War I (Y6) Suffragettes (Y6)</p>	<p>heir, reign, workhouse, legacy, migration, inventions, The Great Exhibition and what it represented for Britain, Crystal Palace, leisure, life by 1900 – how much of the modern world existed by 1900, monarchy, industrialisation, urbanisation, empire, poverty, imperialism</p> <p>Prior learning: Kings and Queens (Y1) Parliament (Y1) The UK (Y1) The British Isles (Y2) How should we care for others and the world and why does it matter? (Y2) Settlements (Y3) Rivers (Y3) Northern Ireland (Y3) Tudor Monarchs (Y3) Charles I (Y4) The Glorious Revolution (Y4) London and the South East (Y4) What can we learn from religions about deciding what is right and wrong? (Y4) London and South West (Y4) The French Revolution (Y5)</p>	<p>directing artillery), airships (Zeppelins), machine guns, U-boats, chemical weapons (mustard gas, chlorine gas), invasion, expanding empire, politics. Triple Alliance; Germany/Austria-Hungary/their allies, Triple Entente; France, Britain, Russia, 'Modern War', life on the Western Front, the Home Front, the roles of women/war effort, the consequences of the War battles mainly in France, Luxemburg and Belgium (Western Front) Battle of the Somme, military, weapons, Defence of the Realm Act 1914, jobs, rationing, 4th August 1914 – 11th November 1918, Representation of the People Act 1918 (all men over 21 the right to vote) Treaty of Versailles – 28th June 1919, first Housing Act 'Homes fit for heroes'. Empire and war</p> <p>Prior learning: Kings and Queens (Y1) Parliament (Y1) Seven continents (Y1)</p>	<p>and the WSPU – advocating law breaking and violence, Emily Wilding Davison – King's horse, supporting the 'war effort', The Anti-Suffrage Campaign, suffrage, World War I and the Representation of the People Act, 1928 – all women given the right to vote</p> <p>Prior learning: Kings and Queens (Y1) Parliament (Y1) Ancient Greece (Y3) Law and Power (Y3) Tudor Monarchs (Y3) Charles I (Y4) British Empire (Y5) The abolition of Slavery (Y5) Industrial revolution (Y5) World War I (Y6)</p> <p>Built on in: The Civil Rights Movement (Y6) What difference does it make to believe in Ahisma (harmlessness), Grace and Ummah (community)? (Y6)</p> <p>NC objectives: -A study of an aspect in British history that extends pupils'</p>
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	<p>Spatial sense (Y6) America (Y6) Africa (Y6) Civil rights (Y6)</p> <p>NC objectives: -A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Industrial Revolution (Y5) The Victorian Age (Y5) America (Y6) Africa (Y6) Suffragettes (Y6) The Civil Rights Movement (Y6)</p> <p>NC objectives: -A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066. -Understand how our knowledge of the past is constructed from a range of sources. -Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narrative within and across periods they study.</p>	<p>The Civil Rights movement (Y6) British geography (Y6) Global issues (Y6)</p> <p>NC objectives: -A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>The British Empire (Y5) British geography (Y5) The industrial revolution (Y5)</p> <p>Built on in: Local study (Y5) Suffragettes (Y6) Global issues (Y6) British geography (Y6) Civil rights (Y6)</p> <p>NC objectives: -A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>The UK (Y1) The British Isles (Y2) Northern Europe (Y2) Anglo Saxons/Vikings (Y2) Ancient Greece (Y3) Alexander the Great (Y3) Law and Power (Y3) (Y3) The war of the Roses (Y3) Tudor Monarchs (Y3) Spatial sense (Y1, Y2, Y3, Y4, Y5) Western Europe (Y3) Asia (Y3) English Civil War (Y4) Mediterranean Europe (Y4) Eastern Europe (Y4) UK Geography (Y4. Y5) British Empire (Y5) French revolution (Y5)</p> <p>Built on in: The Suffragettes (Y6) Rise of Hitler and World War II (Y6) World War II – Holocaust (Y6) The Cold War (Y6) The Civil Rights – Movement (Y6) What difference does it make to believe in Ahisma (harmlessness), Grace and Ummah (community)? (Y6)</p>	<p>chronological knowledge beyond 1066.</p>
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					NC objectives: -A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066.	
Year 5/6 Cycle B	<p>Baghdad AD900 Main aim: Events, people and changes</p> <p>Key concepts: power, religion, civilisation, conflict The rise of Islam, religion, Caliph Al-Mansur, civilisation, Islamic Empire, invasion, Medina, Mecca, Baghdad: building a city - design, a centre for learning, education, contribution to Western culture; astronomy, science, maths, medicine, law, philosophy, scholars, translations of texts into Arabic at 'The House of Wisdom', libraries with Roman and Greek texts/books, Baghdad 'the City of Peace', Mohammad, Alhambra Palace, the Great Mosque of Cordoba, River Tigris, traders/trade route, settlement, fertile land, Hulagu Khan leading</p>	<p>The French Revolution Main aim: Events, people and changes Interpretation, enquiry and using sources</p> <p>Key concepts: Life in France before the revolution, Louis XVI and Marie Antoinette, why the revolution happened, events that happened during the revolution, Napoleon Bonaparte, Horatio Nelson, Duke of Wellington, revolution, the Battle of Trafalgar – who won and how, the Battle of Waterloo, Absolute Monarchy, clergy, society, aristocracy, execution, taxation, empire, republic, exile of Napoleon, leaders, the Bastille, Palace of Versailles,</p> <p>Prior learning: Kings and Queens (Y1) Parliament (Y1) UK (Y1) The British Isles (Y2)</p>	<p>The Rise of Hitler and World War II Main aim: Events, people and changes</p> <p>Key concepts: The Armistice and Treaty of Versailles, 'November Criminals' – those in German government who signed the treaty, Adolf Hitler – Austrian/fought in WWI/ elected leader of National Socialist German Workers Party (DAP) in 1921, the rise of the Nazi Party, Hitler Youth (boys), League of German Maidens (girls), One leader; Fuhrer – not democracy, life in Nazi Germany, nationalism, Aryan Race, Kristallnacht (November 1938) – attacks on Jews in Germany, and the Refugee Crisis -Jews seeking refuge elsewhere, The Second World War 1939 – Nazi invasion of</p>	<p>World War II and the Holocaust Main aim: Events, people and changes</p> <p>Key concepts: Nazi invasion of Poland (1939), blitzkrieg – the beginning of World War II, Britain declares war on Germany (Neville Chamberlain), Germany conquers Denmark, Holland, Norway, Belgium and France, German attempt to invade Britain (operation 'Sealion') 1940; Battle of Britain (first solely air battle in history) – Luftwaffe/RAF, Blitz, evacuation, Bletchly Park – 75% women workers, Mavis Batty, Alan Turing, The Enigma Machine, encryption, codebreaking, Germany invades Russia (1941), Russia joins the allies, bombing of Pearl</p>	<p>The Cold War Main aim: Events, people and changes</p> <p>Key concepts: alliance, war, capitalism, communism, protectionism, expansionism The Cold War – tension between capitalist democracies (Western World) and communist countries (Eastern Europe), 1940s – 1991, Superpowers (US/West – Soviet Union (USSR)/East), the Iron curtain, spread/expansion of communism, The Arms Race – develop and stockpiling of powerful nuclear weapons, The Cuban Missile Crisis, nuclear war, Fidel Castro, Mutually Assured Destruction (MAD), Proxy Wars; Korean War, Vietnam War, Yom Kippur War, Soviet Afghanistan War, The Space Race; USSR first satellite in</p>	<p>The History of Human Rights Main aim: Events, people and changes</p> <p>Key concepts: Immigration, empire, religion, race, war What are Human Rights? – worldwide, after WWII (1948) the UN established the Universal Declaration of Human Rights (30 rights and freedoms), the European Convention, British law, Human Rights Act 1998 – freedom to everyone in the UK, Women's rights – Equal Pay Act 1983, children's rights 1989/1992, racial equality since 1960 in Britain, Equality Act 2010, freedom of thought, belief and religion, civil rights, equality, law, racism, liberty</p> <p>Prior learning:</p>

	<p>the Mongol attack on Baghdad, the destruction of Baghdad</p> <p>Prior learning: Which places are special and why? (FS) Seven continents (Y1) Parliament (Y1) Architecture (Y1) What makes places sacred? (Y1) Anglo Saxons and Vikings (Y2) Murals and tapestries (Y2) Ancient Egypt (Y2) Romans in Britain (Y2) Who is a Muslim and what do they believe? (Y2) Masterpieces in metal and manuscripts (Y2) Spatial sense Y1, Y2, Y3, Y4) India and China (Y3) Settlements (Y3) Western Europe (Y3) Rivers (Y3) Architecture (Y3) Ancient Greece (Y3) Alexander the Great (Y3) Life in Ancient Rome (Y4) Mediterranean Europe (Y4) Eastern Europe (Y4)</p>	<p>The Romans (Y2) Anglo Saxons and Vikings (Y2) Ancient Greece (Y3/4) Alexander the Great (Y3/4) Charles I and the English Civil War (Y3/4) Space (art Y3/4) Spatial sense (Y1, Y2, Y3/4, Y3/4, Y5/6) Western Europe (Y3/4) Mediterranean Europe (Y3/4) British Empire (Y5/6)</p> <p>Built on in: Industrial Revolution (Y5/6) America (Y5/6/6) Spatial sense (Y5/6/6) World War I (Y5/6/6) World War II (Y5/6/6) Hitler's Rise to power (Y5/6/6) Civil Rights (Y5/6/6)</p> <p>NC objectives: -Develop a chronologically secure knowledge and understanding of world history. -Address and sometimes devise historically valid questions about changes, cause, similarity and difference and significance. They should construct informed</p>	<p>Poland; Blitzkrieg, Britain declared war on Germany, Neville Chamberlain, Winston Churchill, Woodrow Wilson, coalition government (1940)</p> <p>Prior learning: Where do we belong? (FS) Kings and Queens (Y1) What does it mean to belong to a faith community? (Y1) Parliament (Y1) Seven continents (Y1) Who is Jewish and what do they believe? (Y2) How should we care for others and the world, why does it matter? (Y2) Anglo Saxons/Vikings (Y2) Ancient Greece (Y3/4) Law and Power (Y3/4) (Y3/4) Western Europe (Y3/4) What can we learn from religions about deciding what is right and wrong? (Y3/4) (Y3/4) Eastern Europe (Y3/4) What would Jesus do? Can people live by the values of Jesus? (Y5/6) World War I (Y5/6/6)</p>	<p>Harbour – US joins the Allies, Atomic bomb; Hiroshima, VJ Day – ending the war The Holocaust; genocide – Nazi killing of people – 90% Jewish, concentration camps, ghettos, propaganda, the Home Front – British Civilians</p> <p>Prior learning: Where do we belong? (FS) Kings and Queens (Y1) The UK (Y1) What does it mean to belong to a faith community? (Y1) Parliament (Y1) Seven continents (Y1) Who is Jewish and what do they believe? (Y2) How should we care for others and the world, why does it matter? (Y2) Anglo Saxons/Vikings (Y2) British Isles (Y2) Ancient Greece (Y3/4) Law and Power (Y3/4) (Y3/4) Western Europe (Y3/4) Asia (Y3/4) Spatial sense (Y1, Y2, Y3/4, Y3/4, Y5/6, Y5/6/6)</p>	<p>space 1957, first man in space 1961 – Yuri Gagarin, first man on the moon 1969 – Neil Armstrong</p> <p>Prior learning: Kings and Queens (Y1) Parliament (Y1) Seven continents (Y1) How should we care for others and the world, why does it matter? (Y2) Ancient Greece (Y3/4) Law and Power (Y3/4) (Y3/4) Western Europe (Y3/4) Asia (Y3/4) Tudor Monarchs Spatial sense (Y1, Y2, Y3/4, Y3/4, Y5/6, Y5/6/6) What can we learn from religions about deciding what is right and wrong? (Y3/4) Charles I (Y3/4) Mediterranean Europe (Y3/4) Eastern Europe (Y3/4) What would Jesus do? Can people live by the values of Jesus? (Y5/6) World War I (Y5/6/6) Suffragettes The Rise of Hitler (Y5/6/6) World War II (Y5/6/6)</p>	<p>Where do we belong? (FS) Kings and Queens (Y1) What does it mean to belong to a faith community? (Y1) Who is a Christian and what do they believe? (Y1) Parliament (Y1) Who is Jewish and what do they believe? (Y2) Who is a Muslim and what do they believe? (Y2) How should we care for others and the world, why does it matter? (Y2) What does it mean to be a Christian in Britain today? (Y3/4) Ancient Greece (Y3/4) Law and Power (Y3/4) (Y3/4) Tudor Monarchs (Y3/4) Spatial Sense (Y1, Y2, Y3/4, Y3/4, Y5/6, Y5/6/6) What can we learn from religions about deciding what is right and wrong? (Y3/4) What does it mean to be a Hindu in Britain today? (Y3/4) Charles I (Y3/4) British Empire (Y5/6) French Revolution (Y5/6)</p>
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NC aims:

Chronological understanding

Historical terms (empire etc)

Events, people and changes

Interpretation, enquiry and using sources