

# History Curriculum Map



In Y5, I explore the Victorian era. I find out about Queen Victoria's reign and the impact of the Industrial Revolution on society. I learn about the Stone age and the development of hunter-gatherers. I explore the Benin Kingdom, how it was ruled and compare this to other civilisations.

Y5

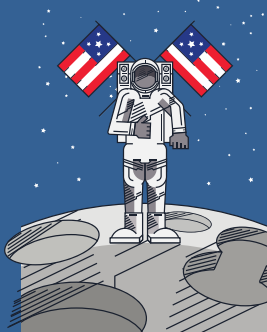


Y3



In Y3, I learn about Ancient Greece and early democracy. I discover Ancient Egypt and find out about their society and beliefs. I learn about the Romans and identify Roman influences on British life today. I explore the role of archaeologists and evaluate the reliability of a range of sources which tell me about life in Ancient times.

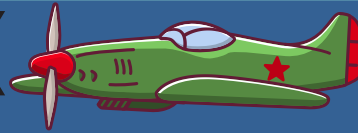
Y1



In Y1, I learn about toys through history : from those I play with today to those which children who lived before me might have played with. I'll explore a range of Victorian toys and as well as those of the future! I'll look at how transport has evolved since 1555, and discover the importance and impact of the 1960's moon landing.



Y6



In Y6, I learn how WWI led to WW2, find out about the Axis and Allied powers and explore how Adolf Hitler rose to power. I learn about life in Britain during WW2 and find out about the Holocaust and persecution of the Jewish people. I discover the Islamic Golden age and explore the academic discoveries and inventions that took place. I learn about crime and punishment through history and how this has changed over time.



In Y4, I learn about Ancient Maya and explore the architecture and beliefs of the times. I learn about their inventions and the influence they had on life today. I learn about Anglo-Saxons and Vikings and how Christianity was welcomed during these times. I learn about the Battle of Hastings and how William of Normandy was able to conquer England.

Y4



Y2

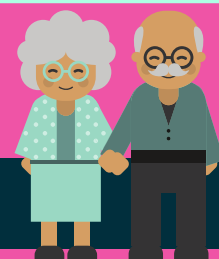


In Y2, I learn about civil rights movements, discovering activists such as Nelson Mandela and Rosa Parks. I find out about the Montgomery Boycott of 1955 and how racial segregation was brought to an end. I learn about Samuel Pepys and the impact of the Great Fire of London as well as learning about significant figures such as Mary Seacole and Florence Nightingale and their contributions to the Crimean War and nursing.

EYFS

I learn to think about who I am and how I fit in with the world. I explore my family history, thinking about my parents and grandparents and understanding that they have lived before me and grown up in different times. I will begin to learn about some people and events of historical significance and I will explore stories, songs and artefacts from a range of cultures and times.





## Autumn Term – Marvellous Me!

### National Curriculum Coverage

- Talk about members of their immediate family and community
- Name and describe people who are familiar to them
- Talk about the lives of the people around them and their roles in society.

### What I learn

During this topic, pupils talk about past and present events in their own lives and in the lives of family members. They will be encouraged to think about their own personal timeline, talking about themselves and other known adults chronologically. They explore how their needs and abilities have changed over time and any significant events in their lives. They learn about important members of their community and enjoy visits from police officers, firefighters and doctors. Pupils learn about Christmas and other religious events such as Diwali and begin to make comparisons about how special events are celebrated now and in the past, using older family members as inspiration – discussing with them the celebrations in their youth.

### Progression Pathway

In the EYFS, pupils will be introduced to the concepts of past and present events in their own lives and those of their family members.

These concepts are revisited and developed in year 1 when pupils begin to consider significant events that are beyond our living memories and have to be researched through means than talking to individuals who witnessed events or lived through them



## Spring Term – Traditional Tales and Adventures

### National Curriculum Coverage

- Comment on images of familiar situations in the past.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

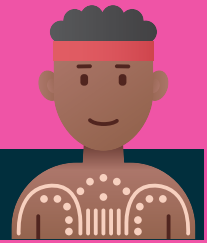
### What I learn

When we focus on the tale of ‘The Three Little Pigs’, pupils will learn to compare and contrast homes in the present and those from the past, considering the features of older houses and those of more modern ones. Pupils will talk about their own homes and compare them to images of homes from the past. Pupils will investigate the local area looking for houses of historical significance and compare them to more modern homes. We will read the book ‘Peepo’ to help us understand what home life was like in the past. The pupils will also explore some ‘History Mystery’ objects from the home such as a fireplace bellows, an old telephone and a Singer sewing machine.

### Progression Pathway

In this unit pupils are introduced to the concept of comparing and contrasting items from the past and present – drawing on their own experiences and what they have been read or shown in class.

These ideas and principles are further developed in Year 1, where pupils will use a wider range of historical sources to aid their understanding of similarities and differences between past and present and they will begin choosing and using parts of sources to show that they know and understand key features of events.



## Summer Term – Adventures around the World

### National Curriculum Coverage

- Compare and contrast characters from stories, including figures from the past.
- Understand the past through settings, characters and events encountered in books read in class and storytelling

### What I learn

In this unit pupils will learn about people, communities and cultures around the world with a particular focus on Africa and Australia. The pupils will listen to African and Aboriginal stories from the past and learn traditional songs and learn about the history of aboriginal artwork

They will make indigenous shelters when visiting the Forest school and they will learn to play traditional games such as 'Paliwan'. They will then compare and contrast the games they have learned to the games they play with their friends now.

### Progression Pathway

In this unit the pupils are first introduced to the concept of global history and that life and the history of human existence is different depending where in the world you are from.

Year 1 pupils will explore this concept in greater depth by having opportunities to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.



## Autumn Term 1 – Toys

### National Curriculum Coverage

- Learn about changes within living memory.
- Learn about events beyond living memory that are significant nationally or globally.
- Learn about significant historical events and people.

### What I learn

In this unit pupils explore how toys have changed since the Victorian era to modern day. They describe the appearance, materials and features of toys from the past and present and discover what led to these adaptations. They begin to state similarities and differences between their own toys and toys from the past; discovering how a child's economic status affected what toy they played with and give reasons for this. They understand how toys are continuing to evolve by studying two case studies from inventors from the 20th century: Frank Hornbury and Ole Kirk.

### Progression Pathway

In the reception units, pupils compare their own lives and the lives of their family members. They build on the skills that consider the past by comparing the features of toys they own today with those that older family members may have had when they were young. In this unit they start to use language associated with the passing of time, developing understanding about the different ways we can find out about the past. This unit introduces where different eras fit chronologically. This concept is further developed and embedded in the Spring term when pupils use comparative language when describing modes of transport.



## Spring 2 – Transport

### National Curriculum Coverage

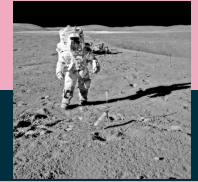
- Learn about changes within living memory.
- Learn about events beyond living memory that are significant nationally or globally.
- Learn about the lives of significant individuals in the past who have contributed to national and international achievements.
- Learn about significant historical events, people and places.

### What I learn

Pupils identify the different modes of transport that have been used since 1555 and identify how and why vehicles have changed. Looking at the developments that were made over a period of time, in chronological order. They explore the achievements of George and Robert Stephenson in 1814 who built one of the first locomotives to run on a railway and learn why this was significant with transporting goods and people between cities and the impact that this had on the country. They then go on to learn about current modes of transport and the problems that this is causing the world.

### Progression Pathway

This unit builds upon the 'Toys' unit in which the concept of similarities and differences is further explored. In this unit it is in terms of the features of different modes of transport. Pupils are introduced to pictures and photographs as a source of historical evidence, choosing and using parts of sources to show that they know and understand key features of events. This unit of work will lead on to the Summer term when pupils explore space travel and how modern modes of transport are causing implications to the world. They will make connections to society today before questioning whether this mode of transport is really necessary.



## Summer Term 1 - Space

### National Curriculum Coverage

- Learn about events beyond living memory that are significant nationally or globally.
- Learn about the lives of significant individuals in the past who have contributed to national and international achievements.
- Learn about significant historical events, people and places.

### What I learn

In this unit, the pupils learn about the significant event of the 1960's space landing and begin ordering the achievements of Neil Armstrong in chronological order. They will use the Virtual Reality headsets to discover for themselves the conditions on the moon and the technology needed for astronauts to survive. Then, the pupils will begin to make comparisons between space travel in 1969 and today by learning about the development of rockets, satellites and spacesuits and the significance of these advances in technology.

### Progression Pathway

This unit builds upon the Autumn and Spring terms by giving pupils the opportunity to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.

They develop their understanding of asking and answering questions by exploring whether space travel is really necessary, weighing up evidence to form an argument based on facts.

These skills will be developed further in Y2 when they begin to analyse a wider range of primary and secondary sources before questioning the reliability of these.



## Autumn Term 2 – Nelson Mandela and Rosa Parks



### National Curriculum Coverage

- Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Learn about events beyond living memory that are significant nationally or globally.
- Learn about the lives of significant individuals in the past who have contributed to national and international achievements.
- Learn about significant historical events, people and places in their own locality.

### What I learn

Pupils learn about apartheid and the laws for black citizens in South Africa. They analyse sources to discover the challenges and consequences Nelson Mandela faced after joining the ANC as well as the achievements he made throughout his life. They question whether 'breaking the law is ever justified' when exploring the 'burning of the passbook'. After exploring his prison sentence, they learn about his role as president. Then, they learn about Rosa Parks and the Montgomery Boycott in 1955 and how this launched a nationwide effort to end racial segregation.

### Progression Pathway

In previous units pupils have been introduced to the concept of the past and sources of information. This unit embeds this knowledge.

They learn the importance of how to ask perceptive questions and develop perspective and judgement by analysing primary sources, deepening their understanding of historical concepts such as cause and consequence, similarity, difference and significance, and use them to make connections between the lives of significant people and themselves.

In the next unit these skills will be developed further as they begin reading a wider range of sources such as diary entries and maps to understand key events.



## Spring Term 2 – The Great Fire of London

### National Curriculum Coverage

- Learn about events beyond living memory that are significant nationally or globally.
- Learn about the lives of significant individuals in the past who have contributed to national and international achievements.
- Learn about significant historical events, people and places in their own locality.

### What I learn

In this unit, the pupils begin to order the key events of the Great Fire of London in chronological order and explain how they know this from a variety of primary and secondary sources. They will investigate Samuel Pepy's diary and understand the important role it plays in informing us about the event from a personal perspective. They will then develop their awareness of how London has changed, including its buildings, people, cleanliness and transport before writing a report on this significant event.

### Progression Pathway

In previous units pupils have been introduced to the concept of chronology. This unit continues to develop this understanding as they sequence key events, using the knowledge gained from primary and secondary sources.

In this unit they will compare different versions of past events and understand that there are different types of evidence and perspectives in history.

These skills will be developed in many KS2 unit, but also visited in the Summer term as they begin comparing the lives and experiences of two nurses whose versions of events differ based on their identity, views within society and the challenges they faced during the Crimean War.



## Summer 2 – Significant Figures

National Curriculum Coverage	What I learn	Progression Pathway
<ul style="list-style-type: none"> <li>Learn about changes within living memory.</li> <li>Learn about events beyond living memory that are significant nationally or globally.</li> <li>Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</li> <li>Learn about significant historical events, people and places in their own locality.</li> </ul>	<p>Pupils learn why Florence Nightingale is considered a pioneer in modern nursing, why her contributions were so important and how she improved hygiene, the conditions and ultimately the health of patients in Scutari hospital. They will explore this by analysing a range of sources such as newspaper articles, quotes and pieces of artwork whilst questioning the reliability of these. They will use simple information texts and biographies to find out about the Crimean War and learn about another inspiring nurse, Mary Seacole. They will have the opportunity to compare the experiences of both of these nurses before planning, writing and editing their own recounts.</p>	<p>This unit builds upon pupil's understanding of racial segregation from the Autumn term.</p> <p>They now learn to focus on the achievements of individuals in Europe and begin to understand the complexity of other people's lives in terms of identity, challenges and diversity within society. They also begin to analyse a wider range of sources, causing them to question the reliability of these and understand how people's perspectives can differ.</p> <p>In Year 3, the pupils will move away from 'modern history' and begin to delve back into ancient civilisations.</p>



## Autumn Term 1 – Ancient Greece

### National Curriculum Coverage

- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

### What I learn

In this unit the pupils discover more about the Olympics, the legacy of the artwork from ancient Greece and their architecture by carrying out an archaeological dig. They will explore what is meant by 'trade', 'civilisation' and 'empire'. When learning about daily life in Ancient Greece, they will explore what life was like for people living in the different city-states with a focus on Athens and Sparta. They will learn about early democracy in Athens and make comparisons to today. Pupils will order the events of the Battle of Marathon and explain how the hoplites were able to defeat the Persian soldiers using military tactics. Pupils will then use ancient Greek pottery as a primary source to help them gather evidence about the ancient Greek achievements such as the Olympics and make comparisons between the ancient Games and the modern Olympics.

### Progression Pathway

This unit builds upon pupil's knowledge of common words and phrases frequently used in history as they are taught more advanced terminology such as 'civilisation', 'trade' and 'empire'.

In previous units pupils have sequenced events. In this unit they learn that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). They continue to interrogate historical sources – using clay pots, paintings and carrying out archaeological digs to understand the past, making comparisons with their lives today.

Pupils understanding of chronology will be developed further in the Spring term as they learn about the Romans and their links to the Greeks (knowledge, art and culture).





## Spring Term 2 – The Romans



### National Curriculum Coverage

- The Roman Empire and its impact on Britain.
- Britain’s settlement by Anglo-Saxons and Scots.
- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.

### What I learn

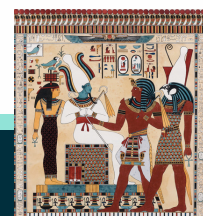
In this unit the pupils will learn who the Romans were, how their empire expanded, who Julius Caesar was and the impact the Roman Empire had on life in Britain. They will learn about the spread of the Roman Empire, the invasion of Britain and the eventual conquest, investigating why the Roman army was so successful. The pupils will also look in detail at some aspects of the Romanisation such as the building of Roman roads. They will have the opportunity to learn about the British resistance of Boudicca and analyse pieces of artwork to explain what their impression is of her and why she has been depicted this way. The pupils then identify what Roman influences can be seen in British life today and why London was considered an important city to the Romans.

### Progression Pathway

This unit builds upon the pupil's understanding of appropriate historical vocabulary such as ruled, reigned, empire, invasion, conquer and kingdoms.

The further develop their understanding of historical study skills by noting connections, contrasts and trends during the Roman and ancient Greek civilisations and give reasons for those changes.

These skills will be developed further in Y4 as they will make connections between the Romans and other invaders and settlers in Britain when studying the Anglo-Saxons, the Vikings and the Normans.



## Summer Term 1 – Ancient Egypt

### National Curriculum Coverage

- Learn about the achievements of the earliest civilizations.
- The achievements of the earliest civilizations.

### What I learn

In this unit pupils explore the achievements of this ancient civilisation. They learn about how and where the ancient Egyptians lived and how we know so much about them. They will investigate what was important to their daily lives, the role of women, who Tutankhamun was, how mummies were made and they explore the Egyptian beliefs about an afterlife. Their study will incorporate inventions made by the Egyptians and the consequences of these. They learn about how Egyptian people used hieroglyphs to communicate and begin to make comparisons to architecture by exploring ancient tombs and burial chambers using the VR headsets.

### Progression Pathway

This unit builds upon the pupil's knowledge of ancient civilisations by exploring the achievements and beliefs of the Ancient Egyptians.

They build upon these skills by learning how this civilisation influenced the wider world and begin making comparisons to how women were viewed within society.

This knowledge will be developed further in Y4 when the pupils make comparisons to the role of women during the Anglo-Saxon and Norman era.



## Autumn Term 2 – Ancient Maya

### National Curriculum Coverage

- Learn about the achievements of the earliest civilizations.
- The achievements of the earliest civilizations.

### What I learn

In this unit pupils learn who the ancient Mayan people were, where and when they lived as well as typical architecture from the period. They will use maps and atlases to locate Mayan cities and identify countries in Mesoamerica. They will learn about the religious beliefs and rituals of the ancient Maya and find out more about some of the many gods they worshipped. The children will learn about the Maya number and writing system and have the opportunity to read and write Maya numbers and words. They will find out about many Mayan inventions and in the style of Dragon's Den, the pupils will pitch their own ideas for a ground-breaking invention that would have been beneficial to lives of the Maya. They will also learn about the types of food eaten and find out about the significance of corn and chocolate. They will also consider the decline of the Maya, what happened and the significance of each event that contributed to the decline of the civilisation

### Progression Pathway

This unit builds upon the knowledge gained about ancient civilisations in Y3 as pupils begin to compare the achievements of the Maya to other ancient civilisations.

They will also be able to make comparisons between the European civilisations of Ancient Greece and Rome, studied in year 3, as these were concurrent with some of the Mayan period

Pupils will need to select appropriate historical information to answer questions and make informed responses. These skills will be developed further in Y5 when they have to formulate an answer to 'who should have ownership of the Benin artwork?'



## Spring Term 1 – The Anglo-Saxons and the Vikings

### National Curriculum Coverage

- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

### What I learn

In this unit the pupils explore what led to the Anglo-Saxons settling in Britain, investigate the structure of Anglo-Saxon society and develop understanding about Christianity during this period. The pupils find out about the raids and invasions by Vikings in Anglo-Saxon Britain by learning who the Vikings were as well as when and where they raided and settled, the importance of the Viking invasion in Britain and the role of the Lindisfarne attack. They will learn about significant events from the period and order these chronologically on a timeline, including the Viking/Anglo-Saxon struggle. The pupils will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. The pupils will learn about the Danelaw, which was introduced by King Alfred, and how this made it easier for the Vikings to raid, invade and conquer nearby kingdoms. Pupils will learn of the eventual fall of the Anglo-Saxons and the Vikings.

### Progression pathway

This unit builds upon previous knowledge of invaders and settlers gained when learning about the Romans in year 3 and will be revisited later in year 4 in the Normans unit.

The pupils skills are further developed in year 6 when they contrast the pattern of invasion from the 5th century to the 11th century in the UK with the same period in Bagdad (which was peaceful). This leads to learning about the Mongol attack on Bagdad in the 13th century which brought an end to relative peace in the region.



## Summer Term 2 – The Normans

### National Curriculum Coverage

- Britain's settlement by Anglo-Saxons and Scots.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

### What I learn

In this unit pupils learn about the origins of the Normans, the route they took to England, the reasons behind leaving their homeland and how they invaded England. They will make comparisons between the life of the Normans and the Anglo-Saxons and begin identifying some of their greatest achievements, including mote-and-bailey castles. The pupils learn about the significance of the death of Edward the Confessor and identify the three rivals to the throne, arguing who they believe was more suitable and using detailed explanations as to why. In addition, they will order the events of the Battle of Hastings by analysing the Bayeux Tapestry and questioning the reliability of this primary source. They will then explore the Normans' military tactics and study paintings that depict opinions of the two opposing sides.

### Progression pathway

This unit builds upon previous knowledge of invaders and settlers gained when learning about the Romans and the Vikings.

Pupils now learn about the Norman invasion and how William of Normandy was able to conquer England.

Pupils were introduced to the roles of women in the Egyptian unit in year 3. This is explored further in this unit and comparisons are made to the role of women during the Anglo-Saxon and Norman era. This is an area for further study in year 6 when the pupils learn how WW2 changed the role of women in society.



## Autumn Term 1 – The Victorians

### National Curriculum Coverage

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- A local history study.

### What I learn

In this unit the pupils will understand where the Victorian era fits in the wider historical timeline. They recall the key events of Queen Victoria's reign by reading excerpts from her diary. They identify Queen Victoria's greatest achievements including the intention of the Public Health Act, the Factory Act and the Education Act. They learn about the significance of the Industrial Revolution and understand the inventions this led to, focussing on how Britain changed dramatically from 1750 - 1900. They will give reasons as to how this impacted all areas of life before making comparisons to their lives today and the lives of Victorian children.

### Progression pathway

This unit builds upon prior knowledge of the Victorian age gained in Y1 when exploring Victorian toys. It also builds upon pupils KS1 knowledge of trains, engines and advances in production and manufacturing.

Pupils now learn more about what life was like as a Victorian child and how society was organised. They learn about the impact of the Industrial Revolution.

These skills will be developed further throughout Y5 and Y6 as they learn about how societies operated and the advances of different time periods.

## Spring Term 1 – The Stone Age



### National Curriculum Coverage

- Changes in Britain from the Stone Age to the Iron Age.

### What I learn

In this unit the pupils know how the Stone Age to Bronze Age period impacted on life in Britain. Through an archaeological dig, they discover artefacts from the past and learn which tools were crucial to the survival of early man and how these evolved during the Palaeolithic Age, Mesolithic Age and Neolithic Age. They make comparisons between hunter-gatherers and Neolithic farmers and use sources such as cave paintings to discover what life was like for these communities. They understand why Skara Brae was important for understanding life in the Stone Age and write a news report to explain how it was discovered. In addition to this, they will describe how Skara Brae shows that Stone Age people were beginning to change how they lived and make comparisons to other civilisations studied.

### Progression pathway

This unit gives further emphasis to the concept of periods of history along a timeline and enables pupils to think about pre-historical times. Pupils continue to build on their understanding of how we learn about the past, thinking about excavations and findings from archaeological digs.

They develop their knowledge of archaeology, first introduced in the Ancient Greece unit in year 3. In this unit they learn how archaeologists divide time into periods based on their findings.

This will be developed further when studying the Kingdom of Benin (year 5 summer term) as they will explore the ethics of archaeology and the ownership of archaeological artifacts.



## Summer Term 1 – The Kingdom of Benin

### National Curriculum Coverage

- A non-European society that provides contrasts with British history.

### What I learn

In this unit the pupil will learn where the ancient Kingdom of Benin was located and how it came to thrive, what the Edo people there believed in and how they showed this in their artwork. They explore the Oba Dynasty and how this started the line of hereditary rulers, making comparisons between Ancient Egypt, the Anglo-Saxons and the Benin Kingdom. They learn how the Benin Kingdom traded with neighbouring and European countries by selling their goods and the part they played in the Transatlantic Slave Trade. In addition to this, they understand what is meant by 'The Scramble for Africa' and explain how the Benin Massacre led to the end of the Benin Kingdom. Finally, they will question whether Oba Ewuare was justified at building the world's largest earthwork and the world's second largest man-made structure after China's Great Wall: the Great Wall of Benin. They also look at the decline of the Benin Kingdom and explore the reasons for its decline.

### Progression pathway

This unit builds upon previous archaeological knowledge and is developed further by the consideration given by the pupils to the ethics of archaeology and the ownership of archaeological artifacts.

Pupil skills now focus on different perspectives and they extend their knowledge by asking and answering difficult questions and understanding the realities of history.

This knowledge will be developed further in the unit The Islamic Golden Age, (which ran concurrently with Benin at certain times) and the pupils will be able to compare the differences and similarities between the two.



## Autumn Term 1 – World War Two

### National Curriculum Coverage

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- A local history study.

### What I learn

In this unit the pupils learn how WW1 led to WW2 by analysing primary sources, including the Treaty of Versailles. They find out about the key individuals and countries involved in WW2 by using key terms such as the Axis and Allied powers. They will understand how conditions in Germany allowed Adolf Hitler to rise to power and the restrictions that were imposed on citizens by the Nazi Party. They learn about the military tactic of the Blitzkrieg Strategy and how this was successful with invading neighbouring countries and how Hitler was able to invade parts of Europe. In addition to this, they discover all about life in cities in Britain by learning about evacuation, propaganda and the importance of shelters. Furthermore, they will learn important facts about the Holocaust, the impact it had and read extracts from Anne Frank's diary to learn about the past. They will then explain the importance of learning about such tragic, historical events through their end of unit goal.

### Progression pathway

In previous units the pupils have been introduced to tragic historical events. This unit builds upon this as they learn how the events of WW2 lead to the Holocaust. They will begin to understand how a dictator is able to use past events to justify their aims.

Through learning about how the Treaty of Versailles contributed to WW2, they will develop their understanding of chronology and the interconnectedness of history and how an event can lead to unforeseen consequences later on.

They build on previous knowledge of how fighting was carried out by learning how military tactics have evolved over time.

This ability to draw links between events will provide them with the skills needed for the KS3 history curriculum.



## Spring Term 1 – Crime and Punishment

### National Curriculum Coverage

- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- The Roman Empire and its impact on Britain
- A local history study.

### What I learn

In this unit the pupils compare the punishments that were used during different periods of time in Britain and give reasons for this. They will consider the justice systems in Roman Britain, Anglo-Saxon Britain, Tudor Britain and the Victorian era. They explain their understanding of the different experiences of people who may have committed crimes according to their status in society. They will explain terms such as 'wergild', 'trial by ordeal', 'tithings', 'hue and cry' and 'treason'. Then, they compare modern day crime and punishment with those from the past and talk about the legacy of past methods of crime prevention and detection with those of the present day. They will look at capital punishment and develop understanding about the abolishment of it in this country.

### Progression pathway

The pupils were introduced to the idea of making comparisons as far back as in reception. These historical skills have been developed throughout the history units and in this unit they are used to make connections between historical periods, with a focus on chronology and how crimes changed over time, as did the punishments.

They will use previous knowledge of each historical period to reflect on the subject matter (crime and punishment) in context to the era.

The assessment piece will allow them to practise the skills of drawing from many types of sources from many periods of history and use these to answer a question; a skill which they will need for the KS3 curriculum.





## Summer Term 1 – The Islamic Golden Age



### National Curriculum Coverage

- A non-European society that provides contrasts with British history.

### What I learn

In this unit pupils begin by locating the region of Mesopotamia, giving reasons why Baghdad was constructed between the Tigris River and the Euphrates River. They learn about the rise of the Abbasid dynasty as well as its fall; learning why the second caliph built it in a circular shape with 80ft high walls. They explore the significance of The House of Wisdom, including the academic discoveries and inventions that took place here, and discover the City of Peace attracted scholars from all over the world. They investigate the Islamic Golden Age and how it contributed to western civilisation. They end the unit by learning who the Mongols were, how they lived and why the Mongol Empire attacked Baghdad City.

### Progression pathway

This unit builds upon the knowledge learnt when studying the Kingdom of Benin, allowing the pupils to explore another non-European society in history.

Through this approach they learn a less Euro-centric view of history and understand how other countries have contributed to advancements in technology, medicine and education (amongst other things).

These skills will allow children to approach topics in KS3 with a more rounded attitude to the contributions of all nations to the world's development.