



# History

## ~~~~Intent~~~~

At Stretham Community Primary School we aim to inspire our young historians to develop their curiosity to know more about Britain's past and that of the wider world. We want to foster a long-term curiosity which goes beyond the classroom and stays with the pupils into the future.

The history curriculum follows a chronological approach which supports children's understanding of how and why changes have happened allowing them to build an understanding of how events in the past have influenced our lives today. Through a range of high-leverage approaches, children are given opportunities to learn both substantive and disciplinary knowledge. Through studying history, the children will practise the methods of historical enquiry and understand how evidence is diligently used to make historical claims and learn how and why contrasting arguments and interpretations of the past have been constructed.

The children will be introduced to concepts such as continuity and change, cause and consequence, similarity, difference and significance. Subject-specific vocabulary is built-on and developed throughout the pupils' learning and as a result, they begin to make connections, draw contrasts, analyse trends, and pose historically-valid questions to create their own structured accounts and analyses.

Stretham Primary School encourages visits and visitors as well as working closely with Ely Museum to maximise enrichment opportunities in order to support the learning of our pupils through a range of artefact boxes, visits and experiences to bring our history to life.

We strive to inspire all pupils to fulfil their potential, regardless of background, gender, ethnic origin or additional needs, cultivating a love of history whilst developing their knowledge, understanding and skills as a historian.

Our learning follows the national curriculum and is supported by Opening Worlds, a knowledge-rich humanities programme.



## Reception

During the Early Years Foundation Stage (EYFS), children begin learning history using experience of their personal timeline. Children will relate periods of History to their own way of life now. Historical artefacts, the natural world, new life and stories provide excellent opportunities for learning about History in the Early Years Foundation Stage and is successfully built on at Key Stage 1.

**Reception (Foundation) pupils should begin to make sense of their own life-story and family's history through:**

- Commenting on images of familiar situations in the past.
- Talking about the lives of people around them and their roles in society.
- Knowing some similarities and differences between things in the past and now, drawing on their experiences, events encountered such as stories told from books and oral story telling

History is child led by each cohort's interests and will therefore vary in topic from year to year.

## Progression of Historical Skills & Knowledge through KS1

### Year 1

### Year 2

### Chronological Knowledge and Understanding

- Recognise the difference between the past and present in their own lives and the lives of others.
- Identify some similarities and differences between the past and the present.
- Place three objects or events in chronological order, using common phrases to show the passing of time (then, now, before, long ago...)

- Recognise the difference between the past and present in their own lives and the lives of others.
- Identify some similarities and differences between ways of life in different time periods
- Identify why people did things, why events happened and what happened as a result.
- Sequence a set of events, objects or people in a chronological framework by using common phrases (before, after, a long time ago, past...)



### Historical Enquiry – using evidence & sources / communicating ideas

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Begin to show some understanding of how evidence is collected and used to find out about life in the past</li><li>• Begin to ask questions about life in the past <i>e.g. What was it like for people? What happened? How long ago?...</i></li><li>• Use sources to answer questions about the past</li><li>• Demonstrate their knowledge in different ways (drawings, discussion, writing, drama, time line...)</li></ul> | <ul style="list-style-type: none"><li>• Identify different ways in which the past is represented</li><li>• To ask and answer questions about the past through observation and handling of a range of sources, such as objects, pictures, buildings, written sources</li><li>• Discuss the reliability of photos / accounts / stories</li><li>• Demonstrate their knowledge and understanding in different ways (drawings, discussion, writing, drama, models, ICT...)</li></ul> |
|--|---|

### Knowledge and Interpretation

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Know and use appropriate historical vocabulary to communicate information</li><li>• Identify some of the basic ways the past can be represented (paintings, photos, artefacts...)</li><li>• Begin to distinguish between fact and fiction</li></ul> | <ul style="list-style-type: none"><li>• Know and use appropriate historical vocabulary to communicate information</li><li>• Using a range of sources show a basic understanding of the reasons why people in the past acted as they did.</li></ul> |
|---|--|



## Coverage within the Curriculum

### Year 1

National Curriculum Objectives	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• Know where people and events studied fit within a chronological framework</li> <li>• Identify similarities and differences between ways of life in different periods</li> <li>• Use a wide vocabulary of everyday historic terms</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show understanding of key features of events</li> <li>• Understand some of the ways in which the past is found out and identify the different ways in which it is represented</li> </ul>
	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• Events beyond living memory that are significant nationally or globally</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>• Significant historical events, people and places in their own locality</li> </ul>
	<p>We aim to develop historical perspective through:</p> <ul style="list-style-type: none"> <li>• Chronological Knowledge and Understanding</li> <li>• Historical Enquiry – using evidence &amp; sources / communicating ideas</li> <li>• Knowledge and Interpretation</li> </ul>
Vocabulary	<p><i>Long ago, timeline, date, similar, different, because, living memory, invent, now, before, after, then, source, artefact, change, past, present, historian, historical, event, describe, question, fact, fiction, year, day, change</i></p>



YEAR A			
Topic/ Area of Study	Autumn Term	Spring Term	Summer Term
	<p><u><b>Dungeons &amp; Dragons</b></u></p> <p><u>The Gunpowder Plot</u> (Guy Fawkes)</p> <p><b>Events beyond living memory</b> <b>Significant individuals</b></p>	<p><u><b>Travelling Around our Wonderful World</b></u></p> <p><u>The History of Transport</u> (The Wright Brothers)</p> <p><b>Changes within living memory</b> <b>Significant individuals</b></p>	<p><u><b>Where my wellies take me</b></u></p> <p><u>Local study of Stretton</u></p> <p><b>Significant historical events, people and places in their own locality</b></p>
	<ul style="list-style-type: none"> <li>Identify some similarities and differences between the past and the present.</li> <li>Begin to ask questions about life in the past <i>e.g. What was it like for people? What happened? How long ago?...</i></li> <li>Demonstrate their knowledge in different ways (drawings, discussion, writing, drama, time line...)</li> <li>Know and use appropriate historical vocabulary to communicate information</li> <li>Identify some of the basic ways the past can be represented (paintings, photos, artefacts...)</li> <li>Begin to distinguish between fact and fiction</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between the past and present in their own lives and the lives of others.</li> <li>Identify some similarities and differences between the past and the present.</li> <li>Place three objects or events in chronological order, using common phrases to show the passing of time (then, now, before, long ago...)</li> <li>Begin to ask questions about life in the past <i>e.g. What was it like for people? What happened? How long ago?...</i></li> <li>Demonstrate their knowledge in different ways (drawings, discussion, writing, drama, time line...)</li> <li>Know and use appropriate historical vocabulary to communicate information</li> <li>Identify some of the basic ways the past can be represented (paintings, photos, artefacts...)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between the past and present in their own lives and the lives of others.</li> <li>Identify some similarities and differences between the past and the present.</li> <li>Begin to show some understanding of how evidence is collected and used to find out about life in the past</li> <li>Begin to ask questions about life in the past <i>e.g. What was it like for people? What happened? How long ago?...</i></li> <li>Use sources to answer questions about the past</li> <li>Demonstrate their knowledge in different ways (drawings, discussion, writing, drama, time line...)</li> <li>Know and use appropriate historical vocabulary to communicate information</li> </ul>



		<ul style="list-style-type: none"> <li>• Begin to distinguish between fact and fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some of the basic ways the past can be represented (paintings, photos, artefacts...)</li> <li>• Begin to distinguish between fact and fiction</li> </ul>
--	--	---	--

	YEAR B		
	Autumn Term	Spring Term	Summer Term
Topic/ Area of Study	<u>Super Heroes</u>  <u>The Great Fire of London</u> (Samuel Pepys) <u>The History of Nursing</u> (Florence Nightingale)  <b>Events beyond living memory</b> <b>Significant individuals</b>	<u>Rumble in the Jungle</u>  <u>Ely Cathedral</u>  <b>Significant historical events, people and places in their own locality</b>	<u>At the Seaside</u>  <u>The History of Seaside holidays</u>  <b>Changes within living memory</b>
	<ul style="list-style-type: none"> <li>• Recognise the difference between the past and present in their own lives and the lives of others.</li> <li>• Identify some similarities and differences between the past and the present.</li> <li>• Place three objects or events in chronological order, using common phrases to show the passing of time (then, now, before, long ago...)</li> <li>• Begin to show some understanding of how evidence is collected and used to find out about life in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the difference between the past and present in their own lives and the lives of others.</li> <li>• Identify some similarities and differences between the past and the present.</li> <li>• Place three objects or events in chronological order, using common phrases to show the passing of time (then, now, before, long ago...)</li> <li>• Begin to show some understanding of how evidence is collected and used to find out about life in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the difference between the past and present in their own lives and the lives of others.</li> <li>• Identify some similarities and differences between the past and the present.</li> <li>• Place three objects or events in chronological order, using common phrases to show the passing of time (then, now, before, long ago...)</li> <li>• Begin to show some understanding of how evidence is collected and used to find out about life in the past</li> </ul>



	<ul style="list-style-type: none"> <li>• Begin to ask questions about life in the past <i>e.g. What was it like for people? What happened? How long ago?...</i></li> <li>• Use sources to answer questions about the past</li> <li>• Demonstrate their knowledge in different ways (drawings, discussion, writing, drama, time line...)</li> <li>• Know and use appropriate historical vocabulary to communicate information</li> <li>• Identify some of the basic ways the past can be represented (paintings, photos, artefacts...)</li> <li>• Begin to distinguish between fact and fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to ask questions about life in the past <i>e.g. What was it like for people? What happened? How long ago?...</i></li> <li>• Use sources to answer questions about the past</li> <li>• Demonstrate their knowledge in different ways (drawings, discussion, writing, drama, time line...)</li> <li>• Know and use appropriate historical vocabulary to communicate information</li> <li>• Identify some of the basic ways the past can be represented (paintings, photos, artefacts...)</li> <li>• Begin to distinguish between fact and fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to ask questions about life in the past <i>e.g. What was it like for people? What happened? How long ago?...</i></li> <li>• Use sources to answer questions about the past</li> <li>• Demonstrate their knowledge in different ways (drawings, discussion, writing, drama, time line...)</li> <li>• Know and use appropriate historical vocabulary to communicate information</li> <li>• Identify some of the basic ways the past can be represented (paintings, photos, artefacts...)</li> <li>• Begin to distinguish between fact and fiction</li> </ul>
--	---	---	---



## Year 2

At the end of Year 2 the children will begin to follow the Opening Worlds programme.

<p><i>National Curriculum Objectives</i></p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• Know where people and events studied fit within a chronological framework</li> <li>• Identify similarities and differences between ways of life in different periods</li> <li>• Use a wide vocabulary of everyday historic terms</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show understanding of key features of events</li> <li>• Understand some of the ways in which the past is found out and identify the different ways in which it is represented</li> </ul> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• Events beyond living memory that are significant nationally or globally</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> <li>• significant historical events, people and places in their own locality</li> </ul> <p>We aim to develop historical perspective through:</p> <ul style="list-style-type: none"> <li>• Chronological Knowledge and Understanding</li> <li>• Historical Enquiry – using evidence &amp; sources / communicating ideas</li> <li>• Knowledge and Interpretation</li> </ul>
<p><i>Vocabulary</i></p>	<p><i>Long ago, timeline, date, similar, different, because, living memory, invent, now, before, after, then, source, artefact, change, past, present, historian, historical, event, describe, question, fact, fiction, year, day, change, old, museum,</i></p> <p><i>Chronological order, evidence, modern, decade, century, modern, recent, similarity, difference, evidence, significant, research, opinion,</i></p>





	Land-bridge, ancestors, nomadic, tools, hunter-gatherers, Stone Age, mammoths, pre-history, pre-historic, Skara Brae, mounds, Stonehenge, Midsummer's Day, Midwinter's Day		
	YEAR A		
Topic/ Area of Study	Autumn Term	Spring Term	Summer Term
	<u>Dungeons &amp; Dragons</u>  <u>The Gunpowder Plot</u> (Guy Fawkes)  <b>Events beyond living memory</b> <b>Significant individuals</b>	<u>Travelling Around our Wonderful World</u>  <u>The History of Transport</u> (Emilia Earhart)  <b>Changes within living memory</b> <b>Significant individuals</b>	<u>Where my wellies take me</u>  <u>Local study of Stretham</u>  <b>Significant historical events, people and places in their own locality</b>  <u>Stone Age</u>
	<ul style="list-style-type: none"> <li>Identify some similarities and differences between ways of life in different time periods</li> <li>Identify why people did things, why events happened and what happened as a result.</li> <li>Identify different ways in which the past is represented</li> <li>To ask and answer questions about the past through observation and handling of a range of sources, such as objects, pictures, buildings, written sources</li> <li>Discuss the reliability of photos / accounts / stories</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between the past and present in their own lives and the lives of others.</li> <li>Identify some similarities and differences between ways of life in different time periods</li> <li>Identify why people did things, why events happened and what happened as a result.</li> <li>Sequence a set of events, objects or people in a chronological framework by using common phrases (before, after, a long time ago, past...)</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between the past and present in their own lives and the lives of others.</li> <li>Identify some similarities and differences between ways of life in different time periods</li> <li>Identify why people did things, why events happened and what happened as a result.</li> <li>Identify different ways in which the past is represented</li> <li>To ask and answer questions about the past through observation and handling of</li> </ul>



	<ul style="list-style-type: none"> <li>• Demonstrate their knowledge and understanding in different ways (drawings, discussion, writing, drama, models, ICT...)</li> <li>• Know and use appropriate historical vocabulary to communicate information</li> <li>• Using a range of sources show a basic understanding of the reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different ways in which the past is represented</li> <li>• To ask and answer questions about the past through observation and handling of a range of sources, such as objects, pictures, buildings, written sources</li> <li>• Discuss the reliability of photos / accounts / stories</li> <li>• Demonstrate their knowledge and understanding in different ways (drawings, discussion, writing, drama, models, ICT...)</li> <li>• Know and use appropriate historical vocabulary to communicate information</li> <li>• Using a range of sources show a basic understanding of the reasons why people in the past acted as they did.</li> </ul>	<p>a range of sources, such as objects, pictures, buildings, written sources</p> <ul style="list-style-type: none"> <li>• Discuss the reliability of photos / accounts / stories</li> <li>• Demonstrate their knowledge and understanding in different ways (drawings, discussion, writing, drama, models, ICT...)</li> <li>• Know and use appropriate historical vocabulary to communicate information</li> <li>• Using a range of sources show a basic understanding of the reasons why people in the past acted as they did.</li> </ul>
--	---	---	--

YEAR B			
	Autumn Term	Spring Term	Summer Term
<i>Topic/ Area of Study</i>	<p><u>Super Heroes</u></p> <p><u>The Great Fire of London</u> (Samuel Pepys) <u>The History of Nursing</u> (Florence Nightingale, Mary Seacole)</p> <p><b>Events beyond living memory</b> <b>Significant individuals</b></p>	<p><u>Rumble in the Jungle</u></p> <p><u>Ely Cathedral</u></p> <p><b>Significant historical events, people and places in their own locality</b></p>	<p><u>At the Seaside</u></p> <p><u>The History of Seaside holidays</u></p> <p><b>Changes within living memory</b></p> <p><u>Stone Age</u></p>



	<ul style="list-style-type: none"> <li>• Recognise the difference between the past and present in their own lives and the lives of others.</li> <li>• Identify some similarities and differences between ways of life in different time periods</li> <li>• Identify why people did things, why events happened and what happened as a result.</li> <li>• Sequence a set of events, objects or people in a chronological framework by using common phrases (before, after, a long time ago, past...)</li> <li>• Identify different ways in which the past is represented</li> <li>• To ask and answer questions about the past through observation and handling of a range of sources, such as objects, pictures, buildings, written sources</li> <li>• Discuss the reliability of photos / accounts / stories</li> <li>• Demonstrate their knowledge and understanding in different ways (drawings, discussion, writing, drama, models, ICT...)</li> <li>• Know and use appropriate historical vocabulary to communicate information</li> <li>• Using a range of sources show a basic understanding of the reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the difference between the past and present in their own lives and the lives of others.</li> <li>• Identify some similarities and differences between ways of life in different time periods</li> <li>• Sequence a set of events, objects or people in a chronological framework by using common phrases (before, after, a long time ago, past...)</li> <li>• Identify different ways in which the past is represented</li> <li>• To ask and answer questions about the past through observation and handling of a range of sources, such as objects, pictures, buildings, written sources</li> <li>• Discuss the reliability of photos / accounts / stories</li> <li>• Demonstrate their knowledge and understanding in different ways (drawings, discussion, writing, drama, models, ICT...)</li> <li>• Know and use appropriate historical vocabulary to communicate information</li> <li>• Using a range of sources show a basic understanding of the reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the difference between the past and present in their own lives and the lives of others.</li> <li>• Identify some similarities and differences between ways of life in different time periods</li> <li>• Identify why people did things, why events happened and what happened as a result.</li> <li>• Sequence a set of events, objects or people in a chronological framework by using common phrases (before, after, a long time ago, past...)</li> <li>• Identify different ways in which the past is represented</li> <li>• To ask and answer questions about the past through observation and handling of a range of sources, such as objects, pictures, buildings, written sources</li> <li>• Discuss the reliability of photos / accounts / stories</li> <li>• Demonstrate their knowledge and understanding in different ways (drawings, discussion, writing, drama, models, ICT...)</li> <li>• Know and use appropriate historical vocabulary to communicate information</li> <li>• Using a range of sources show a basic understanding of the reasons why people in the past acted as they did.</li> </ul>
--	---	---	---



## History at Stretham Community Primary School

### Long-Term Curriculum Overview for the end of Year 2 to Year 6

In **highlighted text**, there are the key historical strands from the National Curriculum which are being explored within our history curriculum.

Y2	Autumn		Spring		Summer	
<i>The Big Question</i>					<b>The Stone Age</b> <i>What do we know about the Stone Age?</i> <i>(Evidential thinking)</i>	
<i>Vocabulary</i>					land-bridge, ancestors, nomadic, tools, hunter-gatherers, Stone Age, mammoths, pre-history, pre-historic, Skara Brae, mounds, Stonehenge, Midsummer's Day, Midwinter's Day	
Y3	Autumn Term		Spring Term		Summer Term	
<i>The Big Question</i>	<b>Ancient Egypt</b> <i>In what ways did Ancient Egypt change?</i> <i>(Change and continuity)</i>	<b>Cradles of Civilisation</b> <i>In what ways were Ancient Egypt and Sumer the same and different?</i> <i>(Similarity and difference)</i>	<i>The Indus Valley Civilisation</i> <i>How do we know about the Indus Valley civilisation?</i> <i>(Evidential thinking)</i>	<b>Persia and Greece</b> <i>What did Greek city-states have in common?</i> <i>(Similarity and difference)</i>	<b>Ancient Greece</b> <i>How can historians learn about the ancient Greeks' love of stories?</i> <i>(Evidential thinking)</i>	<b>Alexander the Great</b> <i>How did Alexander conquer so much?</i> <i>(Causation)</i>
<i>Vocabulary</i>	Valley of the Kings, archaeologist, excavate, tomb, ruler, ancient Egypt, remains, hieroglyphs, ebony, Tutankhamun, historian, civilisation, Nile, Mediterranean	Tablets, Sumer, Tigris, Euphrates, Mesopotamia, Fertile Crescent, trade, weaving, herding, ziggurat, cuneiform, Gilgamesh, epic, Assyria	Necklace, bangles, Mohenjo-Daro, merchants, market, Indus Valley, civilisation, reconstruction, reconstructed, Harappa, monuments,	Darius, empire, Persian Empire, Cyrus, Babylon, slaves, succeeded, satrapy, satrap, tax, city-state, polis, agora, acropolis, temple, gymnasium, theatre, Zeus, Olympus, shrines,	Democracy, citizens, vote, assembly, Pericles, Golden Age, declare war, Peloponnesian War, starve, plague, allies, Parthenon, architecture, columns,	Macedon, puppet king, hoplite, Philip of Macedon, captured, hostage, sarissa, phalanx, Delphi, oracle, prophecy, prophesy, league, League of Corinth, Bucephalus,

History Skills and Vocabulary



	<p>Sea, kingdom, crown, pharaoh, united, unity, taxes, tax, taxation, fertile, mine, pyramids, Giza, scribes, sacred carvings, overpower, enemies, chariot, ankh, hawk, Amun Ra (god), Osiris (god), Isis (goddess), dependent, Ma'at (goddess), universe, order, flooded, Anubis (god), afterlife, underworld, soul, limb, decay, preserve, embalm, mummy, mummification, Rosetta Stone, translate, translation, inscription, cartouche, carved, papyrus, Valley of the Kings, archaeologist, excavate, tomb, ruler, ancient Egypt, remains, hieroglyphs, ebony, Tutankhamun, historian, civilisation, Nile, Mediterranean Sea, kingdom, crown, pharaoh, united, unity,</p>	<p>Indus Valley, Shang, nomadic, cradle, bronze, alter, sacrifices, decipher, sculptures, mythical, decorative</p>	<p>seals, sources, evidence, trench, pottery, potsherds, threshed, threshing, barley, beckon, urban, citadel, fired, kiln, technology, sewage, Lothal, wells, draw water, jewellery, oxen, rhinoceroses, unicorns, terracotta, ornaments, carnelian, barter, weights, transport, prow, trade route, governed, governments, figurines, fertility, Asia, Asian, Hindu</p>	<p>Poseidon, trident, Ares, Hera, alphabet, alpha, beta, Homer, Iliad, Achilles, besiege, Battle of Marathon, strait</p>	<p>scrolls, frieze, sculptures, pediment, spectators, chorus, masks, playwrights, Sophocles, tragedy, comedy, satire, gestures, literature, Homer, Odyssey, Odysseus, mast, philosophy, wisdom, philosophers, Socrates, Plato</p>	<p>assassinated, determined, Gordium, wagon, legend, pledged, loyalty, Issus, Alexandria, Gaugamela, chariots, retreated, Victor, divine, flew into a rage, Ptolemy, founded, scrolls, Euclid, geometry, astronomy, astronomer, Galen</p>
--	--	--	---	--	---	---



	taxes, tax, taxation, fertile, mine, pyramids, Giza, scribes, sacred carvings, overpower, enemies, chariot, ankh, hawk, Amun Ra (god), Osiris (god), Isis (goddess), dependent, Ma'at (goddess), universe, order, flooded, Anubis (god), afterlife, underworld, soul, limb, decay, preserve, embalm, mummy, mummification, Rosetta Stone, translate, translation, inscription, cartouche, carved, papyrus					
<b>Y4</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<i>The Big Question</i>	<b>The Roman Republic</b> <i>How much power did the senate have in the Roman Republic?</i> <i>(Similarity and difference)</i>	<b>The Roman Empire</b> <i>What can sources reveal about Roman ways of life?</i> <i>(Evidential thinking)</i>	<b>Roman Britain</b> <i>What kinds of knowledge about Roman Britain have historians been able to build from the source?</i> <i>(Evidential thinking)</i>	<b>Christianity in three empires</b> <b>(300-600CE)</b> <i>What made each early Christian state special?</i> <i>(Similarity and difference)</i>	<b>Arabia and early Islam</b> <i>What kind of change did Muhammad bring about in Arabia?</i> <i>(Change and Continuity)</i>	<b>Cordoba – The City of Light</b> <i>How did worlds come together in Cordoba?</i> <i>(Similarity and difference)</i>
<i>Vocabulary</i>	Romulus, Remus, Tiber, shepherd, omen, Rome, senators, unity,	Survival, peninsula, province, governor, centurion, legion,	Britannia, veni, vedi, veci, invasion, Celtic tribes, Claudius,	three wise men, miracles, forgiveness, rose from the dead,	dominated, Arabia, desert, Arabs, Islam, Makkah, pilgrimage,	Warring, disputes, Caliphs, warfare, Samarkand, Sind,



	<p>toga, temples, cunning, Sabine, signal, Religious, seven hills, Tarquin, Tarquin the Proud, Brutus, senate, represent, consuls, republic, SPQR, peninsula, surrendered, Carthaginians, Punic Wars, heavy fines, Hannibal, camp, cavalry, battlefield, were lost, ambushed, Scipio, Scipio Africanus, patrician, plebeians, elect, representatives, overrule</p>	<p>height, rebel, frontier, forts, Julius Caesar, Gaul, Pompey, foreign, Brutus, Ides of March, descended, cunning, Augustus, Emperor, Claudius, proclaim, advantage, aqueducts, Nero, Colosseum, Pompeii, Vesuvius, vapour, Pliny, debris, Judea, rebellion, imperial</p>	<p>chieftan, Caratacus, warriors, ambushed, captured, forces, fort, ascend, breast-plates, placed in chains, defeat, heavy taxes, Capital city, Colchester, stationed, revolt, Icen, Boudicca*, raised an army, razed the ground, Londinium, Watling Street, increase in number, heavily outnumbered, without delay, showed no mercy, Aquae Sulis, spring, fortune, furnaces, strigil, hypercaust, grid, aqueducts, palestra, intersecting, branched off, grid, aqueducts, forum, basilica, theatre, temple, frontier, height, Hadrian, Hadrian's Wall, approaching, Vindolanda, wooden tablets, garrison *The National Curriculum spelling is Boudica with one 'c'</p>	<p>converted, baptised, sins, shepherd, persecution, persecute, incense, disloyal, suspicious, amphitheatres, memorial, saint, official religion, rivals, vision, Byzantium, Byzantine, Empire, Constantinople, Asia, harbour, Asian, mosaic, Goths, Huns, Visigoths, Angles, Saxons, Alaric the Goth, sacked, marble, hippodrome, stadium, Justinian, code, innocent, Empress, Theodora, court, halo, baptismal font</p>	<p>pilgrims, Bedouin, campfires, recite, Kaaba, shrines, idols, pagan, spirits, Quraysh, Aminah, Muhammad, pastoral nomads, nomads, pastoral, widows, orphans, warrior, pastures, clansmen, clans, blood feud, in praise of, ancestors, heritage, Petra, reared, oases, fragrant, Khadijah, matchmaker, turning point, followers, revelations, submission, submitting, paradise, preach, prayer, scorned, betraying, disapproval, refugees, tragedy, jeering, plunge, grove, mosque, prophet, Medina, Arabic, negotiate, truce</p>	<p>territory, advance, factors, liberators, tolerant, booty, inheritance, taking them captive, treasurers, surveyors, dynasty, Umayyad, Damascus, criticise, rally round, Abbasids, unfurled, banners, Abd al-Rahman, massacre, biblical, fugitive, Cordoba, unwinding, turban, emir, stranger, homeland, exile, urgent, stonemasons, glance, sturdy, delicate, aisles, jade, musician, lute, Peoples of the Book, provoked, clamped down, locust, minaret, splendour, ancestors, sought out, mihrab, adapted, production, extension, Berbers, deadly, Almohads, momentum, expelled, triumph, cathedral, enraged, town council, unique</p>
--	--	--	---	---	--	--



<b>Y5</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<i>The Big Question</i>	<b>The Round City: Baghdad</b> <i>Why were there so many restless minds in Muslim Cordoba and Baghdad?</i> <i>(Causation)</i>	<b>Anglo-Saxon Britain</b> <i>How have historians learned about Anglo-Saxon Britain?</i> <i>(Evidential Thinking)</i>	<b>Vikings 1: Lady of the Mercians</b> <i>How did the Vikings change England?</i> <i>(Change and continuity)</i>	<b>Norse Culture</b> <i>What connections and similarities did the Norse people have with other peoples?</i> <i>(Similarities and differences)</i>	<b>Vikings 2: Changing rulers, changing worlds</b> <i>How did Angles, Saxons and Vikings shape England and Scotland?</i> <i>(Change and continuity)</i>	<b>TBC</b>
<i>vocabulary</i>	al-Mansur, Baghdad, Dirham, astrologers, descended, descendants, Caspian Sea, establish, silk roads, decree, engineers, revenue, dome, quilts, peter out, scholar, House of Wisdom Madrasas, universities, reconstruction, numerals, evolved, calculate, observatories, astrolabe, predict, astrology, minerals, antiseptic, influence, anatomy, arteries, nerves, surgery, medical, medicine,	Picts, Scots, pillaged, Saxons, Germanic, Jutes, Angles, North Sea, pleas, Anglo-Saxons, battle-axe, throwing axe, Frankish, axe head, Britons, legends, overcome, migrating, migrate, chief, garnet, Sri Lanka, grave goods, conclude, amber, buckle, artefacts, high-born, nobleman, noblewomen, high-status, glassware, settle their differences, compensation, status, ranks, widowed, Augustine, overlord, Canterbury,	Flanks, Furrows, chasms, seeping, ploughshare, Norsemen, Vikings, wintered, launch, ingots, spindle, spindle whorl, daring, seat of royal power, crypt, abandon, Anglo-Saxon Chronicle, according to, encounter, tremble, illuminated, pace, widespread, martyrdom, claiming, campaigns, prowled, at bay, to and fro, ferociously, in a good light, decisive, learned, depicts, re-enacting, threatening, warlord, occupied, sought,	Lush, Vinland, encampment, locals, war-cry, imminent, foreigners, heavily pregnant, catapult, Norse saga, seafaring, fjords, fjord, Iceland, exile, exiled, mysterious, Greenland, Leif Erikson, pelts, Skraeling, myths, Midgard, Asgard, mead, hall, Valhalla, Odin, Valkyries, Loki, trickster, inspired, Thor, amulet, giants, eddas, runes, revealed, Ragnarok, Yule, pilot, course, hoisted, mast Inland, manoeuvred, harbour, stern,	Jorvik, errands, woodturner, in tow, cellars, bellows, cobbler, awl, pendants, kingsman, thronging, detour, wharves, vessel, sable, scours, loom, chivvies, idly, outrage, fragments, finds, upheaval, taunt, stronghold, yielding, coordinating, assault, contemplated, disgruntled, laid to rest, consecrated, churned, acclaim, anoint, consecration, realms, sceptre, circlets, reverently, coronation, tribute, perpetual,	





	encyclopaedia, smallpox, qualifications, qualified, surgeons, surgical, compass, rays of light, lenses, optics	monasteries, monks, scholarship, Bede, Hilda, missionary, missionaries, Columba, Easter, Synod of Whitby, Cynethryth, authority, charters, Offa, worn on, security, barrier, Offa's Dyke, abbey, abbess, wore on, trowel, unearthing, self-taught, earthen mounds, rivet, meandering, silverware, helmet, decomposed	ancestral, residence, triumphantly, commotion, forage, ransacked, shires, ealdorman, grave, war-bands, hilt, font, triumphed, shore up, fortify, wary, fortifications, burhs, fortified, prosperous, wilderness, priory, boulders, vividly, reputation	upended, crew, portaging, portage, good spirits, construction, moor, Beowulf, plight, made ready, fists, bare hands, inevitable, clasping, lurking, revenge, severed, scoured, distraught, fearsome, search party, forged, subjects, dragon, slew, fatal	consequence, pious, rebuke, courtiers, hogbacks, unique	
<b>Y6</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
	<b>The Maya</b>	<b>Medieval African Kingdoms: Ethiopia and Benin</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>	<b>TBC</b>
<i>The Big Question</i>	How do historians know about the Maya? <i>(Evidential thinking)</i>					
<i>vocabulary</i>	Shard, dynasty, bloodletting, acceding, accession, aligned, potent, hallucinating, conjuring, hallucination, founder, Maya, precise, jaguar,	transform, millet, spectacular, befell, felled, quarries, overthrown, Solomonite, Appointed, furtively, Zara Yaqob, entreaty, heartfelt, tonsured, lavish,				



	<p>Mayan, texts, Mesoamerica, temple -pyramid, flagstones, adorned, Pakal, turmoil, plaza, stelae, roasted, froth, delicacy, godliest, maize, versatile, fashioned, primordial, shaman, Long Count, solar calendar, obsidian, Chichén Itzá, abandoned, collapse</p>	<p>forefathers, hive of activity, hierarchy, feverish, banquet, distributed, hides, tendons, rations, numerous, Christendom, ambassadors, brocade, relics, psalter, psalms, miniature, parasol, trapping of power, medieval, deftly, hornbills, pangolins, reclaim, Edo, intricately, virtues, oral, traditions, maze, creeks, canoes, navigate, exploiting, smelt, iron ore, smelting, okra, hesitant, Ile-Ife, superior, Uzama, mystical, earthly, coral, society, ceremonial, guilds, turret, protruding, gaping, resemble, perch, gallery, spectacle, gong, responsible, apprentices, regalia, artisans, Igwe</p>				
--	---	---	--	--	--	--

