



Humanities Curriculum Rationale - History

Our curriculums for history and geography are highly ambitious. The content exceeds the scope of the national curriculum ensuring pupils can develop a rich knowledge of the subjects. We offer a highly rigorous curriculum which places significant emphasis on disciplinary, as well as substantive content. The content of the curriculum is extremely carefully sequenced, within and across the subjects, so that pupils use their knowledge gained from earlier material to enable them to access content later in their journey. This helps pupils see connections within and across the two subjects.

In studying history as a discipline, pupils will:

- use the concepts of continuity and change, cause and consequence, similarity, difference and significance, in order to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- practise the methods of historical enquiry, understand how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

In studying geography as a discipline, pupils will:

- think about geographical questions using concepts of place, scale, diversity and variation over space, change, interaction and relationships; pupils tackle questions in which they solve problems concerning place, pattern, position and processes;
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that develop their geographical skills and deepen their understanding of geographical processes;
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and digital technologies;
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

How does our study of history and geography support literacy?

As with all subjects in the curriculum, the humanities provide the powerful knowledge that builds the wide and secure vocabulary acquisition that underpins literacy and all successful communication. The texts we use in our humanities curriculums give pupils continuous, focused practice in reading and writing, both fiction and non-fiction. Every history and geography lesson is therefore a lesson playing a central part in improving reading. Pupils' extended speaking and writing is likewise transformed by the richly diverse vocabulary and the secure, fascinating stories that have underpinned vocabulary acquisition.

How does our study of history and geography directly foster moral values, attitudes and the disposition to challenge and improve our world?

Our curriculum and teaching in these subjects foster the knowledge, skills and dispositions for pupils to:

- thrive through informed curiosity about the world;
- view human challenges, quests and achievements through the lens of the long traditions that have shaped them;
- think critically about how to change the world for the common good;
- gain the language and concepts to notice, analyse and question how power works in society, and how inequality or suffering arises;
- understand and value the diverse experiences and contributions of others who may be very different from themselves;
- enrich their own sense of identity as they look across time, space and culture and see many positive versions of themselves;
- understand the power of learned communities working collaboratively to seek truth in their claims about the world;
- gain the concepts which give them the tools for precise thought and rigorous argument with which to describe, explain and change the world;
- build strong standards of truth about the conditions under which valid claims can be made about the world, society, culture and belief, on multiple scales;
- appreciate and participate in the arts – music, art and literature – through richly diverse artistic outputs within the many sources studied,

properly understood in their cultural, temporal and geographical contexts and providing richly informed stimulus for pupils' own creativity.



Links to the Early Years Foundation Stage Curriculum

Despite humanities not being explicitly part of the EY framework, it is addressed through a combination of teacher directed input alongside the Development Matters framework. The prime and specific areas are gifts when teaching the very beginnings of humanities. Through exposure to high quality texts and artefacts, pupils are able to begin to understand the passage of time and how they fit into the world. They look at how they develop and care for one another and how they differ to a baby. As the year goes on, pupils begin to recognise the difference between 'old and new' when they encounter national events (e.g. Remembrance Day, New Years' Day) and they know the importance of ordinal numbers through daily date recognition – this is the start of pupils understanding chronology.

Within 'Understanding the World' in Developing Matters the DfE's non-statutory framework – it states:

'Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.' (pg. 99)

Subject: Humanities

Year group: I

Autumn

Spring

Summer

1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
<p>Homes</p> <p>The main context for learning is linked to English and RE where pupils explore the themes of family and home.</p> <p>This unit builds on learning in Reception when they compared homes now and in the past by learning about different houses.</p> <p>This topic will allow pupils to be introduced to the idea of chronology by using a simple timeline. Pupils will use historical sources such as artefacts and pictures.</p> <p>At the end of the unit, pupils will be able to talk about and compare changes in houses and household objects now and those from the past.</p>	<p>War and Remembrance/Significant History in Local Environment – UK</p> <p>This War and Remembrance unit will teach pupils about a significant event in British and global history: the First World War and Remembrance Day.</p> <p>The study of this unit builds on knowledge gained in Reception, where pupils learnt about the Poppy and Remembrance.</p> <p>This unit will provide the basis for pupils to learn about their local area and begin to develop geographical skills through looking at maps of Birtley from war time.</p> <p>At the end of the unit, pupils will be able to know that the war was over 100 years ago. They will be able to share how we remember those who fought in wars. They will also be able to share how Birtley was used in the war efforts.</p>	<p>Neil Armstrong</p> <p>The main context for learning is linked to English and builds on work covered in Reception by developing their knowledge and understanding of the world and the planet.</p> <p>This unit introduces the pupils to the idea that historical events have an impact on what happens today.</p> <p>At the end of the unit, pupils will be able to recall facts about Neil Armstrong and the first moon landing. They will also know about the International Space Station and the British astronaut, Tim Peake.</p>	<p>The United Kingdom</p> <p>The main context for learning in this unit builds on prior learning about the local area.</p> <p>This unit provides the basis for pupils to extend their learning to the country they live in. They will continue to learn how to use atlases and maps.</p> <p>At the end of this unit, the pupils will be able to name the four countries of the UK and locate them on a map, name their capital cities, identify their flags and talk about some features of those countries.</p>	<p>Comparing Newcastle and Ushuaia in Argentina.</p> <p>The main context for learning in this unit is English where the text is set in England and the South Pole.</p> <p>This unit provides the basis for pupils to continue to develop an understanding of the wider world. Pupils will be introduced to Argentina and Ushuaia, the southernmost city in the world.</p> <p>At the end of the unit, the pupils will know the difference between human and physical features in geography. They will be able to use these features to compare their own city with another non-European city.</p>	<p>Castles</p> <p>The main context for learning in this unit is Jack and the Beanstalk, this term's English text.</p> <p>This unit of study introduces pupils to the monarchy, which they will study in KS2 units such as, the Victorians. Links can be made to geography as castles are a significant feature of local history.</p> <p>At the end of the unit, the pupils will know why castles were built and where. They will be able to describe a Motte and Bailey castle and talk about who lived in a castle. They will also be able to talk about life as a knight.</p>
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
<p>Homes:</p> <p>What sorts of houses do we live in? To identify and investigate different homes today.</p> <p>To compare the different houses the children in our class live in.</p> <p>To draw your house.</p> <p>How have houses changed over time? To develop an awareness of the past, identify similarities and differences between ways of life in different periods.</p>	<p>War and Remembrance/Significant History in Local Environment – UK</p> <p>What and when was the first world war? To learn the dates of WWI. To know some of the Allie countries involved in WWI.</p> <p>How do we remember the war? To know the use of the Poppy.</p>	<p>Neil Armstrong:</p> <p>Has anyone walked on the Moon? To be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Why did they go to the Moon? To use footage of President Kennedy saying a man would go to the Moon to learn about the space race.</p> <p>Who was Neil Armstrong? To research and find facts about Neil Armstrong.</p>	<p>The United Kingdom:</p> <p>What is the United Kingdom? To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Can you find the United Kingdom on a globe and a world map? To use Google Earth and a globe to locate the UK. To know we live on an island.</p> <p>To look at where we live in the world, comparing it to other countries. To understand the word continent.</p>	<p>Comparing Gateshead (Birtley) to Ushuaia, Argentina:</p> <p>What is it like to live near the South Pole? To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Are all parts of the world like where we live? To use an atlas and a globe to learn that some areas of the world are hot, and others are cold.</p>	<p>Castles:</p> <p>Why are there lots of castles in the North East of England? To learn about invaders (Romans, Vikings, Anglo-Saxons and Normans) and why we have castles all over England.</p> <p>Where were the castles built? To look at maps and find out why locations were chosen.</p> <p>What did castles look like? To use sources, such as pictures, to find out what a Motte and Bailey castle is and label pictures.</p>

<p>To introduce the idea of chronology.</p> <p>To look at pictures of houses built at different times and order them from oldest to newest.</p> <p>What did people have inside their homes?</p> <p>To reveal aspects of change in national life.</p> <p>To explore real and pictures of household objects used now and in the past.</p> <p>To sort objects from a home from the past and a modern-day house.</p> <p>What did people in the past use to help them do their housework?</p> <p>To understand how things have changed over time.</p> <p>To use sources, e.g., pictures to show how homes have changes over time. (Suggested book Peepo!) by Janet and Alan Ahlberg.)</p> <p>To explore household artefacts from the past and compare them to today's household items to show how aspects of family life have changed.</p>	<p>To learn about the Cenotaph in Birtley and London.</p> <p>How was Birtley a part of WWI?</p> <p>To recognise Birtley on a map.</p> <p>To notice the difference between modern and historical maps.</p> <p>To use secondary sources (photographs) to learn about Elizabethville and the Birtley Belgians.</p> <p>To understand why the Birtley Belgians were important.</p>	<p>To sequence pictures of events in Neil Armstrong's life to create a timeline, using a video source.</p> <p>How did they get to the Moon?</p> <p>To use sources such as videos, newspaper articles and pictures to learn about the Apollo 11 mission and the other two astronauts.</p> <p>To make a spider diagram of facts.</p> <p>To use researched facts, write an information booklet about the first moon landing.</p> <p>Do astronauts still go to the Moon?</p> <p>To consider how the events of 1969 have made an impact on life today.</p> <p>To compare the mission of Neil Armstrong to that of Tim Peake.</p>	<p>What are the four countries of the UK?</p> <p>To use an atlas to find and identify the four countries of the United Kingdom and match the flag to each country.</p> <p>What is a capital city?</p> <p>To name the capital cities of the countries of the UK.</p> <p>To use the internet to identify features of each country.</p> <p>To use an atlas to find some of the main rivers and cities in the UK.</p> <p>What would it be like to live in a different part of the UK?</p> <p>To compare a contrasting place in the UK with Birtley - e.g., Lake District. Learn geographical features associated with each area.</p>	<p>To learn what physical and human geography is.</p> <p>To use maps and pictures to study the human and physical geography of Ushuaia.</p> <p>To use maps and pictures to study the human and physical geography of Newcastle.</p> <p>What would I find the same and different if I went to Ushuaia?</p> <p>To compare the human and physical geography of Birtley and Ushuaia.</p>	<p>To make a Motte and Bailey castle.</p> <p>Who lived in a castle?</p> <p>To use sources such as the internet, find out who lived in the castle?</p> <p>To learn about knights by visiting Newcastle Castle Keep.</p>
	Enrichment activities to enhance learning.			Enrichment activities to enhance learning.	Enrichment activities to enhance learning.
	Visit to the old gates of Elizabethville.			Visit from Antarctic Explorer.	Visit to Newcastle Keep

Subject: Humanities						Year group: 2	
Autumn		Spring		Summer			
1	2	1	2	1	2		
Overview	Overview	Overview	Overview	Overview	Overview	Overview	
Amazing Africa		FIRE! FIRE! The Great Fire of London:		Local Area Study		Florence Nightingale and Mary Seacole:	
						Grace Darling :	

<p>The main context for learning is linked to English this term, where pupils explore Africa. This topic is a fantastic way of introducing pupils to the culture, wildlife and customs of one of the most fascinating continents on the planet.</p> <p>This unit of study will develop pupils' geographical knowledge and awareness of the world around them. Throughout the term, pupils will revisit locational knowledge, for example: location of the UK, countries that make up the UK and capital cities. Additionally, pupils will explore climate and weather patterns, agriculture, traditions and life in Africa, the seven continents, oceans and seas. An enquiry-based approach will allow pupils to think more deeply about their learning.</p> <p>As a result of this unit, pupils will demonstrate their knowledge and understanding through a variety of mediums. For example: non-chronological reports; descriptive writing; and writing and performing a weather report. Supplementing these exciting writing opportunities, pupils will be offered a range of fieldwork activities which will be embedded throughout the term, thus, increasing pupils' understanding of basic map reading, coordinates, and compass points.</p> <p>The learning opportunities will also focus on the pupil's ability to recognise, describe, and compare two climate zones, as well as identifying both physical and human characteristics. Using a range of maps, globes and digital media, pupils will explore the various landmarks and locations in Africa.</p>	<p>The main context for learning is linked to English and design technology this term. The core text used in both English and history is, the Great Fire of London. This unit will continue to reinforce those historical events and how they have impacted on life today.</p> <p>Throughout this half term, pupils will improve their research skills, asking and answering questions about the past, as well as writing in a range of genres for a variety of purposes. As a result of enquiry-based and practical lessons, pupils will increase their knowledge of this significant event in history; acknowledge the impact that the Great Fire had on today's architecture and gain an insight into life living in London in 1666. Pupils will compare both homes and living conditions.</p> <p>By the end of the unit, pupils will be able to articulate key facts and dates and be able to place this event on a timeline. Pupils will also recognise the importance of primary sources and understand how sources help us learn key pieces of information about the past.</p>	<p>Throughout this half term learning will instil a sense of belonging and identity as the children will learn the history of their local community and understand their heritage. Children will have the opportunity to explore their local area in more detail and discover different landmarks and the society they or their family may have been brought up in, which in turn will provoke curiosity and engagement.</p> <p>Pupils will have the opportunity to use an enquiry-based approach and use prior locational and geographically knowledge to embed their learning about their local area. The children will undertake fieldwork and present their findings in different ways to present to others and continue to expand their knowledge by reading, drawing and following maps.</p>	<p>Throughout this half term, pupils will investigate the lives of significant individuals who have contributed to national and international achievement when they learn about Florence Nightingale and Mary Seacole.</p> <p>Pupils will have the opportunity to write letters from the perspective of both women and articulate their growing knowledge of facts by producing a detailed and well-structured fact file. Both hot seating and freeze frame activities will be embedded throughout the term as this will allow the pupils to step into the lives of each woman.</p> <p>By the end of the half term, pupils will have a deeper understanding of the impact both Florence Nightingale and Mary Seacole had on the history of nursing.</p>	<p>The main context for learning is aligned to English this half term where our core text is 'The Lighthouse Keeper's Lunch.'</p> <p>Throughout this unit of work, pupils will explore the life and work of a local person from history. Pupils will have opportunities to analyse and evaluate the reliability of primary and secondary sources. Using a range of sources, pupils will question and investigate the historical figure and the impact they have had on today's society.</p> <p>Finally, pupils will investigate the importance of lighthouses and locate famous and unusual lighthouses using maps, atlases, and digital media. Additionally, pupils will explore the relationship between Grace Darling and the RNLI.</p> <p>As a result of this unit, pupils will have a good understanding of how local historical events impact both on a national and international scale. In addition, pupils will expand their knowledge of lighthouses and the coastline whilst refining map reading skills.</p>	
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	
<p>Kenya</p> <p>Where in the world do we live? To name and locate the 7 continents and 5 oceans.</p> <p>Why are there hot and cold locations in the world? To identify the locations of hot and cold areas of the world in relation to the equator.</p> <p>To describe its geographical position.</p> <p>Where is Kenya in relation to the UK? To compare the climate in the UK with Kenya.</p> <p>To identify similarities between 2 locations.</p> <p>To write a short description of two contrasting locations.</p>		<p>FIRE! FIRE! The Great Fire of London:</p> <p>Who was responsible for the Great Fire of London? To understand where historic events fits chronologically (1666 and 1854).</p> <p>To sequence and order key events and orally discuss links.</p> <p>To know who King James is and when he ruled. To understand his role in the GFoL.</p> <p>Why did the Great Fire burn for 4 days? To retrieve, record and analyse facts and information. (what happened, when, why, how did they put it out, what now).</p>	<p>Birtley</p> <p>Where in the world is Birtley? (Locational and geographically knowledge)</p> <p>To find/place themselves on the map (look at and explore 4-point compass).</p> <p>To describe where we live.</p>	<p>Florence Nightingale and Mary Seacole :</p> <p>What do we know already about life in the 19th Century? To understand where a historic event fits chronologically (Crimean war 1853-56)</p> <p>How did Florence Nightingale change nursing? To evaluate significant individuals' contribution to national achievement.</p> <p>How did women contribute to war effort?</p>	<p>Grace Darling :</p> <p>What do we know already about life in the 19th Century? To understand where a historic event fits chronologically.</p> <p>What was Grace Darling's everyday life like? To write a diary entry detailing key facts and information.</p> <p>Who was Grace Darling and why is she important today? To evaluate significant individuals' contribution to national achievement.</p>

<p>Similarities and differences</p> <p>To write an information leaflet.</p> <p>To locate two countries and describe their geographical positions.</p> <p>To describe which climate zone each country is located.</p> <p>To compare images focusing on physical and human geography.</p> <p>What is seasonal change and how does it affect our weather in the UK?</p> <p>To analyse seasonal and daily weather patterns.</p> <p>To analyse graphs and charts and compare and interpret the data.</p> <p>Does the UK experience the same weather patterns as Kenya?</p> <p>To compare weather patterns, animals, human life and visual differences between UK and Kenya.</p> <p>To write a short weather report.</p> <p>Can you draw a map with labels and instructions?</p> <p>To draw a simple map including labels.</p> <p>To orientate a map accurately.</p> <p>To recognise and use the 4 compass points.</p>	<p>To write a newspaper report.</p> <p>How did the Great Fire impact those living in London and surrounding areas?</p> <p>To research primary and secondary sources to gain an understanding of events beyond living memory that is significant nationally.</p> <p>To extract key information from the text (structure, dates, events etc.)</p> <p>To write a letter detailing life in London as a child.</p> <p>To understand the difficult living conditions at that time.</p> <p>Who is Samuel Pepys?</p> <p>To learn about Samuel Pepys. To explore Samuel's diary entries and extract key information.</p> <p>To retrieve and record key information.</p> <p>To analyse a range of sources.</p> <p>Why did the fire spread so fast?</p> <p>To generate a range of open-ended questions and interview famous diarist, Samuel Pepys.</p> <p>To plan a hot seating activity.</p> <p>To develop questioning skills through teaching and providing regular opportunities to reflect and ask questions to direct their next steps in learning.</p> <p>How have the streets of London changed since the great fire?</p> <p>To use primary and secondary sources to gather information.</p> <p>To write an estate agent report/brochure describing Tudor houses both prior to and after the fire.</p> <p>To evaluate the stability of a Tudor building.</p> <p>To write a description.</p>	<p>To identify how land use locally has changed over time.</p> <p>Focus on the physical and human features of Birtley and recognise how places have become the way they are.</p> <p>Map a local area of interest.</p> <p>Follow a route on a map.</p> <p>To consider and use geographical questions about our local area.</p> <p>Planning local fieldwork and how to share our data.</p> <p>To plan a simple route.</p> <p>To collect and organise simple data from first and second hand sources.</p> <p>To observe and record in different ways e.g. Sketches, charts, diagrams.</p> <p>To use simple field sketches and diagrams.</p> <p>To explain simple patterns and offer explanations (e.g. count traffic and offer explanations to why the flow changes).</p>	<p>To write a letter from the point of view of Mary Seacole/Florence Nightingale (record facts, dates, and historical information).</p> <p>What do the similarities and differences between the experiences of Florence and Mary tell us about society at this time?</p> <p>To compare the experiences of women from different social status/ethnicity.</p> <p>How has the role of nursing changed?</p> <p>To investigate and analyse changes to nursing and wider society.</p>	<p>How do we know about Grace's actions which happened so long ago?</p> <p>To analyse the impact of the rescue and the fame it generated, for society and Grace herself.</p> <p>Are all versions of Grace's story the same? If not, then why not?</p> <p>To analyse a range of sources.</p> <p>To discuss the reliability of the source.</p> <p>What legacy did Grace Darling leave on today's society? How did sea rescue improve after her heroic act?</p> <p>To understand the role of lighthouses, ships and the RNLI.</p> <p>Geography</p> <p>Where would you rather live?</p> <p>To compare two seaside locations. Northumberland coast and tropical coastline (revisit autumn term).</p> <p>To be able to locate UK coastlines.</p> <p>To describe the physical characteristics of the coastline.</p> <p>To write a 'wish you were here' postcard. Pupils will describe the features, climate, weather and landmarks.</p>
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Enrichment activities to reinforce learning	Enrichment activities to reinforce learning	Enrichment activities to reinforce learning		Enrichment activities to reinforce learning	Enrichment activities to reinforce learning
Africa Discovery Museum topic box		Visits to: Gateshead Quayside That History Bloke Mark Stutt – Great Fire/Fire Safety workshop BBC Teach school radio series.		Visits to: Virtual visit to Florence Nightingale. Watch Meet Miss Nightingale films.	Visits to: Grace Darling Museum, Souter/St. Mary's Lighthouse. BBC Meet Grace films. Pen pal scheme with a different coastal school?

Subject: History						Year group: 3					
Learning Breakdown											
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<p>Ancient Egypt Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing</p> <p><i>Disciplinary focus: change/continuity</i> <i>How much did Ancient Egypt change over time?</i></p>		<p>Cradles of civilisation The land between two rivers: Ancient Mesopotamia – the unique 'cradle' (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, inc. Big map seeing where they all were & geographical similarities. Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog</p>		<p>Indus Valley Civilisation Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys) Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and</p>		<p>Persia and Greece Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer's Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses</p> <p><i>Disciplinary focus: similarity and difference:</i> <i>What did Greek city-states have in common?</i></p>		<p>Ancient Greece Athenian democracy and empire Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – inc</p>		<p>Alexander the Great. Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4Rome and Y5 Baghdad)</p> <p>Meanwhile in Egypt.... Egypt under the Ptolemy</p>	

<p>knowledge so far) and via art of ancient civilisations. Ziggurats</p> <p><i>Disciplinary focus: similarity and difference</i></p> <p><i>How similar and how different were Ancient Egypt and Ancient Sumer?</i></p>	<p>Religion</p> <p><i>Disciplinary focus: evidential thinking</i></p> <p><i>How do we know about the Indus Valley civilisation?</i></p>	<p>Homer's Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</p> <p><i>Disciplinary focus: evidential thinking</i></p> <p><i>What can historians learn from the sources from Ancient Greece?</i></p>	<p>family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?</p> <p><i>Disciplinary focus: causation</i></p> <p><i>How did Alexander the Great conquer so much land?</i></p>
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Subject: History			Year group: 4		
Learning Breakdown					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The Roman Republic Foundation myth of Romulus and Remus/River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths & legends Roman roads Roman politics and government during the Republic</p> <p><i>Disciplinary focus: similarity and difference</i></p> <p><i>How much power did the senate have in the Roman Republic?</i></p>	<p>The Roman Empire Roman army Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war (pupils made ready through knowledge of Judaism in Y3; and through units on the Roman province of Judea and Christianity in Year 4 so far). Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4) Amphitheatres and games Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce & apply volcano knowledge from geography)</p> <p><i>Disciplinary focus: evidential thinking</i></p> <p><i>What can sources reveal about Roman ways of life?</i></p>	<p>Roman Britain The ancient Britons – a land of diversity, a land of migrants (eg Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis Life on the frontier: Hadrian's Wall Black Romans in Britain</p> <p><i>Disciplinary focus: evidential thinking</i></p> <p><i>What kinds of knowledge about Roman Britain have historians been able to build from the sources?</i></p>	<p>Christianity in three empires (300-600CE) This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity (connected but different) influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows: 1. Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire. 2. Constantine founding of Constantinople. 3. Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture. 4. Trade in East Africa & links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum.</p>	<p>Islamic Civilisations (1) Arabia and early Islam</p> <p>Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</p> <p><i>Disciplinary focus: causation</i></p> <p><i>Why did Islam spread so far and so fast?</i></p>	<p>Islamic Civilisations (2) The Rise of Islam Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba. How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together. The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.</p> <p><i>Disciplinary focus: similarity and difference:</i></p> <p><i>How did worlds come together in Cordoba?</i></p>

		<p>5. Ethiopian Christianity: the rock churches and other cultural artefacts; ongoing importance in world Christianity.</p> <p>6. Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum.</p> <p><i>Disciplinary focus: similarity/difference</i> <i>How did rulers change Christianity</i></p>	
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Subject: History **Year group: 5**

Learning Breakdown

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Islamic Civilisations (3) Depth focus: Baghdad – the round city. Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understand medieval Islam.</p> <p>The House of Wisdom, books and paper, translation of the ancient texts from Greek</p> <p>The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine.</p> <p>How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance.</p> <p><i>Disciplinary focus: causation</i> <i>Why were there so many restless minds in</i></p>	<p>Anglo-Saxon Britain Reasons for migration Anglo-Saxon kingdoms Christianity arrives in the British Isles (1) (Jutish rule in Kent: Ethelberht and Berta) including Augustine etc, up to Synod of Whitby 664). Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: 'not Angles but angels'). Early monasteries in British Isles; Bede. Offa and Cwynthryth of Mercia How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo <i>Disciplinary focus: evidence</i> <i>How have historians learned about Anglo-Saxon Britain?</i></p>	<p>Vikings in Britain (1) Aethelflaed, Lady of the Mercians The first Viking raids and invasions King Alfred of the Kingdom of Wessex The 'Great Heathen Army' Alfred in Athelney Alfred's victory over Guthrun, Guthrun's baptism Danelaw Scandinavian settlements Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled in other parts of the world and interacted with diverse cultures Aethelflaed growing up. Women in Wessex and in Mercia Aethelflaed & Aethelred take on the Vikings Aethelflaed & Edward build burhs and press into the Danelaw.</p> <p><i>Disciplinary focus: change/continuity</i></p>	<p>Norse culture including sagas, art, poetry, folklore. Nordic gods, goddesses, stories and customs. Beowulf - depth. What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics like Gilgamesh and Iliad from Y3 history and Ramayana, Y3 religion)</p> <p><i>Disciplinary focus: similarities</i> <i>What connections* and similarities did the Norse peoples have with other peoples?</i></p> <p><i>*(both direct interactions with people, eg. trading and exploring, and similarities with other cultures, e.g. sagas and ancient epics)</i></p>	<p>Vikings in Britain (2) Aethelflaed and Edward press into the Danelaw. Athelstan and the unification of the kingdoms: origins of England The Vikings in Scotland "Edgar the Pacifier" and the assimilation of Vikings Merging Viking and Saxon/Scots culture (e.g. in Christianity – the hogsbacks). Britain's 'Second Viking Age' up to 1066.</p> <p><i>Disciplinary focus: change/continuity</i> <i>How did Christianity change as it travelled?</i></p>	<p>The Maya This will use geography learned so far: how land and climate shape cultures; how cultures shape the land It will also build on evidential thinking developed so far – uses of diverse types of sources, their interpretation and critique.</p> <p><i>Disciplinary focus: evidential thinking</i> <i>How do we know about the ancient civilisations of central America?</i></p>

Cordoba and in Baghdad?

How did the Vikings change England?

Subject: History

Year group: 6

Learning Breakdown

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme: London and migration through time Medieval London (Saxons to fifteenth century) rich and poor, powerful and powerless, women and men, similarities and differences across society, religion and culture. Emphasis on trade and migration, as London became more important. Multi-cultural and multi-ethnic roots of London already being sewn. Languages spoken in London. Connections, through trade, language, material culture and learning, with diverse places in various societies that pupils have already encountered.</p> <p><i>Disciplinary focus: change/continuity</i> <i>How much did London change between the Saxons and the fifteenth century?</i></p>	<p>Theme: London and migration through time Tudor London: rich and poor, powerful and powerless, women and men, similarities and differences across society, religion and culture.</p> <p>Black Tudors - How did a historian uncover the silent hidden voices of Britain's black Tudors? past. MirandaKauffman's work on Black Tudors.</p> <p><i>Disciplinary focus: similarity/difference</i> <i>Who were the Tudor Londoners?</i></p>	<p>The kingdom of Benin Early history and 11th century origins Architecture Rituals and laws Divinity and sacredness of the Oba Oral and visual culture. Thriving city-state in 15th century. European contact 19th century conflict and destruction. Ethics of archaeology - why have people argued about the Benin bronzes? Archaeology now - diversity in archaeologists and historians.</p> <p><i>Disciplinary focus: evidential thinking</i> <i>How do historians continue to build knowledge about Benin?</i></p> <p><i>(direct connections with disciplinary work on Indus Valley in Year 3 and Anglo-Saxons in Year 5)</i></p>	<p>Theme: London and migration through time Seventeenth century London a. Samuel Pepys on plague and fire. How did these change the experiences and actions of different groups in society? How did Londoners collaborate to rebuild London? Who was involved and who was left out? b. How was London connected with Africa and Asia in the 17th century? c. Early colonialism in this period. How were powerful people in England involved in trade, colonialism and empire? How were places and people in London connected with this?</p> <p><i>Disciplinary focus: change/continuity</i> <i>How did London change during the 17th century?</i></p>	<p>Theme: London and migration through time Eighteenth and nineteenth century London & the world: How has London been linked with civilisations throughout the world? (trade, culture, migration, language, religion). How were powerful people in England involved in trade, colonialism, empire and the slave trade in these centuries? How were places and people in London connected with this? Links with the slave trade - Bristol and Liverpool.</p> <p><i>Disciplinary focus: change/continuity</i> <i>What connected London with the rest of the world in the 18th and 19th centuries?</i></p>	<p>Theme: Migration through time: two cities - Liverpool and London 5) Twentieth-century migrations, including effects of global wars, decolonisation, Windrush, late twentieth century migrations.</p> <p>Diverse communities involved in war. Evacuation. Families of African, Asian and Europeans caught up in WW2. Refugees.</p> <p>Judith Kerr, <i>When Hitler stole Pink Rabbit</i>.</p> <p><i>Disciplinary focus: similarity/difference</i> <i>How did migration change Liverpool and London in the twentieth century?</i></p>

Subject: History (For 2023-2024 onwards)

Year group: 6

Learning Breakdown

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Theme: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history - The Battle of Britain and the Blitz</p> <p>What was World War II and why did it begin? Enquiry, Chronology</p> <p>What was the Battle of Britain and where does it fit in the chronology of WWII? Chronology</p> <p>Who was involved in the Battle of Britain? Enquiry, similarities and differences</p> <p>Why did the Luftwaffe change their focus to London? Significance</p> <p>How did the Blitz affect London and were the attacks significant? Cause and consequence</p> <p>How did Britain defend against the German attacks? Enquiry</p> <p>Was the Battle of Britain a significant turning point in WWII? Significance</p>		<p>Theme: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: The Industrial Revolution</p> <p>What life was like before the Industrial Revolution. Enquiry</p> <p>What was the Industrial Revolution and what were the causes? Chronology, Enquiry, cause and consequence</p> <p>How did the Agricultural Revolution impact on the industrial revolution? Cause and consequence</p> <p>What was it really like to live and work in a workhouse and why were they so feared? Enquiry</p> <p>Understand how factories were powered during the Industrial Revolution. Enquiry</p> <p>Understand how significant improvements to transport were to the Industrial Revolution. Enquiry, cause and consequence</p>		<p>A local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – The Miners' Strike</p> <p>How did the Industrial Revolution change coal mining? Enquiry</p> <p>How did the industrial revolution impact on 19th century working conditions in the coal mines? Change and continuity</p> <p>Which of the coal mining reform acts were the most significant in bringing about change in working conditions? Cause and consequence Significance</p> <p>What is a union and why were they formed? Enquiry</p> <p>Which of the miners' strikes were most significant? Cause and consequence, Significance</p> <p>Why was the Miners' Strike of 1984-85 called and who were the opposing leaders? Enquiry, Cause and Consequence</p> <p>What was life like during the Miners' Strike of 1984-85? Enquiry</p> <p>How did the 1984-85 miners' strike come to an end? Enquiry</p> <p>Was the plan to close the pits the correct one? Interpretations</p>	



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What were the short and long term effects of pit closures? **Cause and Consequence**