

The Beeches Primary School -History Curriculum Progression Map

Redeveloped - March 2022

Reception	Autumn 1 Me and my community	Autumn 2 Sparkle and shine/ Marvellous machines	Spring 1 Let's explore/Build it up	Spring 2 Once upon a time/Puppets and pop ups	Summer 1 Ready, steady, grow!	Summer 2 Creep, crawl and wriggle.
Knowledge	To know how they have changed from babies.	To know how machines have changed over time and compare them to modern machines. To know how vehicles have changed over time and compare them to modern vehicles.		To know that Royalty exists and has for a long time. To know that Kings and Queens exist in real life and stories.	To know how to chronologically sequence events from a farm visit. To know how farms have changed over time and compare them to modern farms.	
Prior Knowledge		To know the names of some machines such as, cars, computers, mobile phones etc.				
Future Knowledge		<u>Year 1</u> Victorian machines		<u>Year 1 and 2</u> Castles and the existence of royalty		
Vocabulary		Aeroplane Battery Boat Bus Car Device Digger Electric		Castle King Queen Princess Prince	Animal Farm Calf Cow Food Grow Lamb Sheep	

		Engine Helicopter Lorry Machine Robot Transport Vehicle			Plant Seed Shop	
Assemblies						
Trips and/or experiences					Visit a local farm	

Year 1	Autumn 1 Superheroes	Autumn 2 School days	Spring 1 Paws, Claws and Whiskers	Spring 2 Dinosaur Planet	Summer 1 Bright lights, big city	Summer 2 Enchanted garden
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Knowledge	<p><u>Historical heroes</u></p> <p>To know the stories of real-life historical superheroes:-</p> <ul style="list-style-type: none"> -Rosa Parks (American Civil Rights activist) -Emily Davison (Sufragette activist campaigning for women's rights) -Mary Seacole (Nursed soliders back to health behind enemy lines during the Crimean war) - Florence Nightingale (Nurse during Crimean war-founder of modern nursing) - Edith Cavell (Nurse during WW1- helped 200 allied troops escape from German-occupied Belgium) -Elizabeth Fry (Victorian social and prison reformer) -Thomas Fowell Buxton (Helped to abolish slavery in Britain) -David Livingstone (Christian missionary who helped to abolish slavery in Britain) 	<p><u>Lesson 1:</u></p> <p><u>Important events</u></p> <p>To know important events in their life</p> <p>To know important events in the school's history (eg. Opening of a new building, a visit from an important guest, celebrating significant school-based events)</p> <p><u>Lesson 2 Victorian schools</u></p> <p>To know what life was like in the Victorian Era. (houses, jobs, objects, transport, entertainment)</p> <p>To know similarities and differences between life in Victorian times and today.</p> <p>To know that boys and girls were separated, children sat in rows and copied letters and numbers from a blackboard onto slate boards.</p>		<p><u>Mary Anning</u></p> <p>To know that she was a famous Victorian palaeontologist.</p> <p>To know she identified the first marine reptile Ichthyosaur skeleton.</p> <p>To know she discovered the first two Pleisiosaur skeletons ever found and some important fish fossils.</p> <p><u>What happened to a dinosaur?</u></p> <p>To know how the dinosaurs became extinct.</p> <p>Current thinking states that: An asteroid hit the Earth and the impact created a pyroclastic cloud that blocked out the sun eventually killing all vegetation. It was thick and heated up the Earth greatly increasing temperatures</p>	<p><u>The Great Fire of London</u></p> <p>To know that the great fire of London started in pudding lane bakery on Sunday morning and ended on Friday afternoon</p> <p>To know what events happened in chronological order.</p> <p>To know that St Pauls cathedral was destroyed, houses were demolished to stop the fire spreading, carts were banned from the streets, it got close to the Tower of London and Samuel Pepys buried possessions in the garden.</p>	
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Prior Knowledge		<u>EYFS</u> -Knowing how machines changed overtime -Knowing how vehicles changed over time			<u>EYFS</u> -The existence of the Royal family	
Future Knowledge				<u>Year 6</u> Mary Anning	<u>Year 2</u> Castles and the existence of royalty <u>Year 6</u> Visit to London	
Vocabulary	Equal rights Hero Heroine Slave	Arithmetic Cane Centenary Chronological Dunces cap Invention Monarch Punishment Strict Artefact		Dinosaur Excavate Extinct fossil palaeontologist Ichthyosaur Plesiosaur	Bakery Cathedral	
Assemblies						
Trips and/or experiences	Real life and fictional superhero day	A Victorian experience day where the children travel back in time to experience life in a Victorian school.		Visit from an animatronic dinosaur with a fossil experience. Receiving fossils and a letter from 'Mary Anning'.	Building and setting fire to Pudding Lane.	

Year 2	Autumn 1 Beachcombers	Autumn 2 Land Ahoy!	Spring 1 Street Detectives	Spring 2 Towers, Tunnels and Turrets	Summer 1 Scented Garden	Summer 2 The Stone Age
Knowledge		<p><u>Sea explorers</u> To know the chronological order of significant sea explorers: -Marco Polo (Venetian explorer who travelled across Asia along the Silk Road) -Christopher Columbus (Italian explorer credited for discovering the Americas and beginning their colonisation) -Sir Francis Drake (Elizabethan explorer best known for defeating the Spanish Armada) -Sir Walter Raleigh (Elizabethan spy and explorer. A favourite of Queen Elizabeth famous for bringing</p>	<p><u>Becoming street detectives</u> To know about changes that have taken place in the local area. To know how the environment has changed in the local area. To know about significant people and events in the local area. To know how the community has changed over time.</p> <p><u>Old and new houses</u> To know the similarities and differences between homes in the past and present day (focusing on Victorian and present day).</p>	<p><u>Castle visit</u> To know the features of a local castle. To know how people defended the castle. To know about daily life in the castle. To know about significant people who lived in the castles and different job roles within the castle.</p> <p><u>Castles through the ages</u> To know how castles developed throughout time: Iron Age hillforts, Saxon ditch and rampart castles, Norman motte and bailey castles,</p>		<p><u>Lesson 1: The hunters of Doggerland</u> To know that Great Britain is now an island separated from Europe by sea. To know that hundreds of thousands of years ago Britain was not a separate island separated by sea. It was part of a bigger land mass. To know that there was a land bridge between Britain and Denmark called Doggerland. To know that humans that lived thousands of years ago are our human ancestors. To know that our ancestors could walk across Doggerland.</p>

		<p>tobacco and potatoes to Britain) -Henry Hudson (17th century explorer known for his explorations of Canada and North America) -Captain Cook (captain of the HMS Endeavour) -Modern day sea explorers, such as Ellen MacArthur (current record holder of fastest solo circumnavigation of the globe).</p> <p><u>A Pirate's life</u> To know what a pirate was and what they did.</p> <p>To know what the pirate's code was.</p> <p>To know about life as a pirate, including punishments and clothing.</p> <p>To know about famous pirates such as:</p>	<p>To know which materials are used to build homes and how they have changed over time.</p> <p>To know the features of different houses from the past and in the modern day (including eco homes).</p> <p><u>Old and new shops</u> To know the difference between shops in the past and modern day.</p> <p>To know the effect of the modern day supermarkets on small, independent retailers.</p> <p>To know about how changes in technology, society, new ideas on how things should be done and land use have impacted how people purchase goods.</p> <p><u>School days</u></p>	<p>stone keep and curtain wall castles, concentric circle and courtyard castles and medieval fortified manor houses.</p> <p>To know the features of different castles and how they can use them to identify the time period they were built.</p> <p><u>A great escape</u> To know about the 'great escape' made by allied soldiers during World War Two from the Stalag Luft III prisoner of war camp.</p> <p>To know about the Tom, Dick and Harry tunnels and how they were dug.</p> <p>To know the chronological order</p>	<p>To know that men and women had to walk for miles to find food as farming did not exist.</p> <p>To know that between 400,000 years and 200,000 years ago the water began to rise around Doggerland. Around 7,500 years ago is disappeared under the sea. Great Britain was then cut off from Europe.</p> <p>To know that early ancestors had to shelter and live in caves to protect themselves from the elements.</p> <p>To know that early humans learned to make fire by rubbing sticks together. It allowed them to cook food and keep warm.</p> <p><u>Lesson 2: Hunter-gatherers</u> To know that early humans were</p>
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		<p>-Blackbeard (An English pirate who operated in the West Indies and the North American colonies)</p> <p>-Calico Jack (An English pirate who operated in Bahamas and Cuba)</p> <p>-Anne Bonny (An Irish pirate operating in the Caribbean)</p> <p>-Henry Morgan (Welsh pirate)</p> <p>Grace Darling To know that Grace Darling was an English lighthouse keeper's daughter.</p> <p>To know that she is famous for rescuing nine people from the Forfarshire paddle steamer ship wreck in 1838.</p>	<p>To know about the history of our school.</p> <p>To know which members of the local and school community attended the school in the past.</p>	<p>of events and understand their impact.</p> <p>To know that of the 76 men who escaped, only three made it back to the UK. 23 were recaptured and 50 were shot.</p>		<p>nomadic, due to the sparsity of food.</p> <p>To know that early humans lived in hunter-gatherer communities. They found wild fruit, wild vegetables, nuts and seeds.</p> <p>To know that people learnt about what was safe to eat through trial and error. These trials may have resulted in illness or death.</p> <p>To know that early humans used very simple sharp tools to hunt. These tools were often made of stone, which is why the period is known as the 'stone age'. Some tools were made of wood or bones of animals.</p> <p>To know that these tools were often made by sharpening one stone against another stone.</p>
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					<p>To know that early humans hunted mammoths (huge tusked woolly animals that looked like elephants). Humans used their bones and tusks for tools. Their fur was used to make clothes. They ate their meat.</p> <p><u>Lesson 3:What does pre-historic mean?</u></p> <p>To know that early humans did not write, and communicated through pictures and paintings. We call the period before the written word 'pre-history'.</p> <p>To know about The Isimila (iss-i-mill-ah) site in Tanzania. It is famous for stone tools and huge carved pillars.</p> <p><u>Lesson 4:Skara Brae</u></p> <p>To know that people lived in a small pre-historic village on</p>
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					<p>the Orkney Islands over 5,000 years ago. The village was called Skara Brae.</p> <p>To know that the houses in Skara Brae were made from big slabs of stone. They only had one room and all the houses were connected by a covered passage way.</p> <p>To know that each house contained stone beds, stone shelves and a lit stone hearth to keep people warm.</p> <p>To know that the tools which have been found show that they caught fish, hunted animals and grew some crops. They kept sheep and pigs.</p> <p><u>Lesson</u> <u>5: Stonehenge</u> To know that people built large circle mounds made of earth towards the end of the Stone</p>
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						<p>Age. Nobody knows why they were built and the largest mounds in all of Europe can be found at Silbury Hill.</p> <p>To know that a circle of large, heavy stones can be found near these mounds. This place is called Stonehenge.</p> <p>To know that ancient humans believed that the Sun and Moon had special powers over the lives of humans. Some historians believe the humans worshiped them as gods.</p> <p>To know that it is believed that people gathered at Stonehege on Midsummer's Day and Midwinter's Day.</p> <p>To know that although some stones have fallen over, it is believed that all the stones</p>
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						<p>were standing originally.</p> <p>To know that they dug a circular ditch to ensure the stones stood out and to signify that it was a special place. It was built first and was potentially dug with antlers and bones.</p> <p>To know that a heel stone near the main circle of stones has significance. The sun rises above it on Midsummer's Day and leads you towards the main circle.</p> <p>To know that historians believe that the stones were made by hammering wooden wedges into cracks in the stone and then shaping them.</p> <p>To know that the stones were too heavy to transport and it is believed that they used logs</p>
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						<p>as rollers. The bluestones in the middle came from Wales and it would have taken them a long time to arrive.</p> <p>To know that the construction was complex. They dug deep ditches for the stones and pulled them up on ropes to raise them up. Smaller rocks were used to hold the larger stones in place. Finally the tops were hammered to flatten them enough for the stone lid to fit neatly on top. It took 800 years to put together.</p> <p>To know that there are other stone circles all over Britain.</p>
Prior Knowledge		<u>EYFS</u> Marco Polo	<u>Year 1</u> - History of the school - The Victorians	<u>EYFS and Year 1</u> <u>Castles and the existence of royalty</u>		
Future Knowledge	Y3 -			<u>Year 6</u> World War 2		

Vocabulary		Cargo Lifeboats Coast Explorer Lighthouse Navigator Ocean	Settlement Community Material Industry Feature Property	Bailey Concrete Curtain Wall Engineer Industrial revolution Gatehouse Keep Moat Motte Structure		Chapter 1 Land-bridge Ancestors Chapter 2 Nomadic Tools Hunter-gatherers Stone Age Mammoths Chapter 3 Pre-history Pre-historic Chapter 4 Skara Brae Chapter 5 Mounds Stonehenge Midsummer's Day Midwinter's Day
Assemblies						
Trips and/or experiences		Visit to Old Hunstanton		Visit to local castle		Flag Fen?

Year 3	Autumn 1 Ancient Egypt	Autumn 2 Cradles of Civilisation	Spring 1 The Indus Valley	Spring 2 Persia and Greece	Summer 1 Ancient Greece	Summer 2 Alexander the Great
Disciplinary focus	Disciplinary focus: change/continuity How much did Ancient Egypt change over time?	Disciplinary focus: similarity and difference How similar and how different were Ancient Egypt and Ancient Sumer?	Disciplinary focus: evidential thinking How do we know about the Indus Valley civilisation?	Disciplinary focus: similarity and difference What did Greek city-states have in common?	Disciplinary focus: evidential thinking What can historians learn from the sources from Ancient Greece?	Disciplinary focus: causation How did Alexander the Great conquer so much?
Knowledge	<u>Lesson 1: Who was Howard Carter?</u> To know: An archaeologist digs up the ground to find remains from the past. When an archaeologist digs up remains from the past, he is excavating . Howard Carter was an archaeologist who excavated a site in Egypt called the Valley of the Kings . The tomb had strange writing on the walls called hieroglyphic writing. Archaeologists could not read the hieroglyphic writing.	<u>Lesson 1: The land of two rivers.</u> To know: The first writing by humans was on clay tablets . The tablets were found in a country we now call Iraq. Around 3000 BC, this ancient place was called Sumer . The ancient land of Sumer was where two rivers flowed into the sea. The two rivers in Sumer were the Tigris and the Euphrates . Sumer was in the region we call Mesopotamia . The Fertile Crescent stretched from Sumer to	<u>Lesson 1: The Dancing Girl</u> To know: Mohenjo- Daro was once a large city built in about 2600 BCE. Archaeologists found the dancing girl here (made of bronze). About eight thousand years ago, the people of the Indus Valley began to farm the fertile land around the River Indus. As they got better at growing food, the farmers grew enough extra to sell. Some then left farming to do other things, such as making pots,	<u>Lesson 1: The king of kings</u> To know: Darius ruled over many kingdoms and was the most powerful king in the world. Darius called himself the 'king of kings'. Let's look at all the kingdoms Darius ruled. Darius ruled over the Persian Empire , which included Egypt and Mesopotamia and even Indus! Then along came Cyrus who was from the powerful Persian Achaemenid family. But Cyrus was half Persian and half Median. Cyrus	<u>Lesson 1: Athens tries something different</u> To know: Before the Greek-Persian Wars began, Athens began to try something different from all the other city- states. Athens did not know if it would work or not. Cleithene's big idea was called democracy . The people have the power to: make laws; rule the city-state; And to govern. Each year, 500 citizens were chosen. When all the citizens met, once a year, to vote on the new laws, this	<u>Lesson 1: Greece and Macedon</u> To know: North of the Greek city- states and west of the Persian Empire was a Greek kingdom called Macedon . The Macedonian king ruled over the kingdom of Macedon. The Persian Empire conquered Macedon and were in control of the king (puppet king). Another Greek city-state was called Thebes . Thebes began to dominate the other Greek city-states. It was stronger than Athens and Sparta.

	<p>Howard Carter found in a tomb the remains of a ruler of ancient Egypt, Tutankhamun.</p> <p><u>Lesson 2: How did the Ancient Egyptians live?</u> To know: Ancient Egypt is one of the oldest civilisations in the world (so old we use the word ancient). The Nile river flowed (and still flows) through ancient Egypt. The Nile flowed from Upper Egypt (ruler wore a white crown) to Lower Egypt (ruler wore a red crown) and out to the sea. The kingdoms of Upper and Lower Egypt united with one ruler who wore a double crown (the pharaoh). Pharaoh owned all the land, made all the laws, defended Egypt from enemies, got officials to collect taxes and some</p>	<p>Egypt. It was good for rivers and soil, which made it good for growing crops.</p> <p><u>Lesson 2: Trade, building, writing</u> To know: The ancient Sumerians grew so much food that they could trade. Farming meant the ancient Sumerians did not need to hunt. The people of ancient Sumer did not need to move around; they stayed in the same place. Ancient Sumer grew so much food that they were able to trade. The people of ancient Sumer traded food and wove cloth to trade. A ziggurat was a huge religious building in Sumer. The gods (and king) lived at the top of the ziggurat. The priests also lived in the ziggurat. The writing of ancient Sumer is cuneiform. Cuneiform is made</p>	<p>weaving cloth or just buying and selling all these goods. Buying and selling is known as trade. Craftsmen and traders began to buy and sell goods in places called markets, which is where trade happened. Cities grew up around the markets. Merchants (another word for traders) earned their living through trade. The people of the Indus valley did not build great monuments. They used some symbols which looked like writing, but we do not know what they mean. The Indus Valley is full of puzzles.</p> <p><u>Lesson 2: Too many puzzles</u> To know: Historians call anything from the past which gives us clues, a source. Carvings, statues, bricks and buildings can all be used as</p>	<p>attacked the and conquered the king of the Medes. Cyrus now ruled over the Persians and the Medes! But there was more to conquer! Babylon was one of the most beautiful cities in the world. It had high walls, stone and brick buildings and many gardens including hanging gardens on top of roofs. The most important gate in Babylon was the Gate of Ishtar. Only the king could enter through this gate! Cyrus conquered Babylon with a cunning plan.</p> <p><u>Lesson 2: The Persian Empire</u> To know: Cyrus became a very popular king. There was a message found on an ancient clay cylinder in cuneiform all about Cyrus (The Cyrus Cylinder). The Jewish Bible says King Cyrus returned</p>	<p>was called the assembly. But <u>all</u> citizens would vote on the new laws (not just 500). If the citizens voted yes, the new law was accepted by Athens. Pericles was citizen of Athens who was born during the Greek-Persian Wars, lived through the Greek-Persian Wars and became a powerful citizen of Athens. Athens became rich and powerful and Sparta became jealous.</p> <p><u>Lesson 2: The Peloponnesian War</u> To know: Sparta was on the Peloponnese; Athens was not. Sparta declared war on Athens (Peloponnesian War). Sparta was stronger than Athens on land. Pericles knew this. Pericles ordered a wall be built from Athens to the sea so the polis of Athens could get supplies. It</p>	<p>Philip of Macedon was captured and held hostage for three years by the Greek city-state of Thebes. Philip watched the Thebans and learned. Greek foot-soldiers were called hoplites and carried a long spear called a sarissa. Hoplites lined up close together in rows called a phalanx. Philip of Macedon had a dream. Philip wanted to unite all the Greeks. Greek city-states thought Macedonians were not real Greeks and that Philip was not a real Greek. Philip built in the kingdom of Macedon the things that you found in Greek city-states like Athens, Sparta and Corinth.</p> <p><u>Lesson 2: King Philip makes Macedon great</u> To know: An oracle lived at Delphi, and</p>
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	<p>Egyptians even believed they were a god. Scribes wrote down important information. When the Nile flooded, the flooded soil became black and fertile. Egyptians called this the 'black land'. The 'red land' was desert where no crops would grow. Egyptians could mine precious metals and stones.</p> <p><u>Lesson 3: How did Egypt change over time?</u></p> <p>The Egyptians built pyramids during the Old Kingdom. The first pyramid had seven stone steps. The first pyramids were built at Giza. Egyptians became better at building pyramids. The most famous pyramid was built by a pharaoh called Cheops at Giza. In the Middle Kingdom, the ancient</p>	<p>by pressing a wedged stick into clay.</p> <p><u>Lesson 3: The Epic of Gilgamesh</u></p> <p>To know: A very, very, very, long poem is called an epic. The Epic of Gilgamesh is the oldest story that archaeologists have found. Gilgamesh was a king from Babylon. The Epic of Gilgamesh has a hero, Gilgamesh. He does not start out as the hero. He was strong but also cruel.</p> <p><u>Lesson 4: Cradles of civilisation</u></p> <p>To know: Human settled by rivers. There were other early civilisations in Asia where rivers provided places for people to settle and farm. The Indus river flowed through the Indus Valley civilisation (<i>India</i>). The Yellow river flowed through the Shang civilisation (<i>China</i>). Early</p>	<p>sources. A source is <u>anything</u> that people from the past left behind. In order to find out about the past, historians and archaeologists <u>ask questions</u> about sources. The Dancing Girl and clay bird whistle are sources which give us evidence that the Indus Valley people made music. Pieces of a pot are called potsherds. Archaeologists take potsherds out of the ground very carefully. They gently brush away the dust and dirt. Archaeologists have found the remains of barley grains on these circular platforms. The circular platforms and the remains of barley grains are useful sources that the past has left behind. Archaeologists have found evidence that the Indus people</p>	<p>the Jews to Jerusalem. Cyrus sent slaves back to where they came from. Cyrus rebuilt broken temples and walls. The message said Cyrus was chosen by the gods to be king. It said the old king of Babylon was a bad ruler. The message praised Cyrus for being a great king. Cyrus's son succeeded him as Persian king when he died. The Persian Empire conquered the pharaoh of Egypt. Then came Darius as ruler of the growing Persian Empire. Darius conquered the Indus Valley in the east. Darius's empire was getting bigger and bigger and bigger. But Darius lived in Babylon. How would he rule his empire? Darius divided his empire into twenty satrapies. Egypt was</p>	<p>did not work. Sparta burned all the Athenian crops in the fields. Athens began to starve. A plague swept through the city. The plague killed many Athenians. The plague killed Pericles. Athens started to grow strong again. Sparta joined with Corinth. Sparta and Corinth became allies. The allies attacked Athens together! Sparta even asked for support from the Persian Empire. Persia lent money to Sparta to fight Athens! The Spartans built warships to attack Athens. Athens surrendered to Sparta and teared down its walls.</p> <p><u>Lesson 3 - The Parthenon</u></p> <p>To know: High up on top of the acropolis in Athens was a</p>	<p>she could predict the future. Philip asked the oracle to prophecy for him, to tell him what will happen in the future. The oracle gave Philip a prophecy. Macedon was even <u>more</u> powerful than all of the other Greek city-states. The Greek city-states were <u>worried</u> about Macedon's growing power. Philip called all the Greek city-states to meet him in Corinth. He wanted them to unite as one HUGE Greek army. Philip wanted the one HUGE Greek army to go to war. At Corinth, the Greek city-states did agree to unite. The Greek city-states formed the League of Corinth which would go to war against the Persian Empire. Philip would lead the Greeks to Persia.</p>
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	<p>Egyptians began to worship the god Amun who was the king of all the gods of ancient Egypt. The ankh was the ancient Egyptian symbol of life. During the New Kingdom, the Egyptians used horses to pull their chariots in battles. During the New Kingdom, pharaohs were buried in Upper Egypt in the Valley of the Kings. No pyramids were built anymore.</p> <p><u>Lesson 4: What did Ancient Egyptians believe?</u></p> <p>Amun was the king of the gods of ancient Egypt. Ra was the sun. The god, Amun-Ra, was the most important of all the Egyptians gods. He has the head of a hawk. The goddess Tefnut and the god Shu were given the job of tidying up the</p>	<p>civilisations are where people stopped being nomadic; they stopped wandering from place to place. They built and farmed. Farming crops took place in Egypt by the river Nile. Farming also happened in Sumer and in the Indus Valley and in Shang. All ancient civilisations were built by rivers so they could farm. Ancient civilisations stopped being nomadic and moving from place. Ancient civilisations built cities. The cradles of civilisation include Egypt, Mesopotamia, the Indus Valley and Shang. Ancient civilisations heated and melted copper and tin, which formed an even stronger metal called bronze.</p>	<p>threshed their crops on platforms</p> <p><u>Lesson 3: Bricks, buildings and baths</u></p> <p>To know: A safe, strong part of an ancient city is called a citadel. The bricks, buildings and baths give us evidence of the Indus people's technology, which has amazed historians. They had well-built cities and ways of moving water and sewage at least three thousand years before these things were normal here in England. The bricks, buildings, baths and wells are all very useful sources that archaeologists can use to solve their puzzles.</p> <p><u>Lesson 4: Making beautiful things</u></p> <p>To know: Most seals show large animals.</p> <p>Oxen were very special and precious to Indus people. Seals were made by</p>	<p>now a satrapy of the Persian Empire. India was a satrapy of the Persian Empire. In charge of each satrapy, was a satrap (who were his eyes and ears).</p> <p><u>Lesson 3: The Greek city-states</u></p> <p>To know: The Persians wanted to add the Greeks to their empire. The Greeks would fight back. But not all in Darius's empire wanted the Persians to be in charge. Over time, Greek villages grew larger and larger and became city- states (polis). Eg Athens and Sparta. In the middle of a Greek polis was the agora. The highest point (acros) of a polis was the acropolis. Greeks put a temple on the acropolis. Greek built more temples in the polis. In the temple, the Athenians</p>	<p>temple which was dedicated to the goddess Athena. It was called the Parthenon. The Persians went to Athens and destroyed the Parthenon. For many years, the Athenians were sad but Pericles had a great idea: let's show how Athens is powerful and rebuild the Parthenon. The new Parthenon would be: for Athena, huge and magnificent. The building of the Parthenon was planned very carefully. When a building is being planned, this is called architecture. The architects who planned the Parthenon thought very carefully. They put eight columns at the front and back of the temple. They designed <u>three</u> types of columns for buildings. The layer that sat on top of</p>	<p>Philip invited all the Greek city-states to his wedding. Philip walked into the huge theatre with all of the Greeks watching. Suddenly, one of Philip's bodyguards walked up to him. He took out a dagger and killed him.</p> <p><u>Lesson 3: Alexander: from boy to king</u></p> <p>To know: Alexander was the son of Philip. Bucephalas was the name of a horse whom only Alexander could tame. When King Philip of Macedon was assassinated, Alexander became King. He took the Greek army of the League of Corinth to conquer the Powerful Persian Empire. He won a battle at a river. When Alexander reached the town of Gordium he untied</p>
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	<p>universe. They had to tidy up and bring order. The goddess Ma'at represented perfect order in the universe. She is always shown with light and feathers. Osiris was the god of the underworld. He was married to Isis.</p> <p><u>Lesson 5: What did Ancient Egyptian believe about death?</u></p> <p>Egyptians believed that in each person was a soul called the ba, which returned to your body every night. They believed your ba needed a body. They represented the ba as having wings (like Ma'at). Archaeologists found evidence that ancient Egyptians wrapped each limb of a dead body in white cloth. They wanted to stop the body from falling apart. We call this</p>	<p><u>Lesson 5: Similarities between civilisations</u></p> <p>To know: All ancient civilisations (eg. Sumerians, Egyptians and Shang people) offered sacrifices to their own gods. Ancient Sumerians offered sacrifices to their gods in the stone ziggurats. People in ancient Shang offered sacrifices to their gods on stone altars.</p> <p><u>Lesson 6: Art in ancient civilisations</u></p> <p>To know: All ancient civilisations developed writing. Sometimes the writing included pictures of people and animals. All ancient civilisations made buildings. Ancient civilisations made sculptures. Ancient civilisations made paintings like this Egyptian painting of the god Osiris with the</p>	<p>carving a design into a piece of stone. The carving was then pressed into a piece of wet clay to make a square. A thing designed to make a person or place look beautiful is an ornament. All jewellery, including bangles and necklaces, is a kind of ornament. Archaeologists have found many necklaces in the Indus Valley. The beads are made from different types of stone. A common stone is carnelian, which turns red when it is heated.</p> <p><u>Lesson 5: Boats and barter, trade and travel</u></p> <p>(Look at sources) To know: Indus people did not have coins!</p> <p><i>Perhaps</i> the seals were attached to sacks of goods to show that taxes had been paid. <i>Perhaps</i> the writing on the</p>	<p>worshipped their gods and goddesses. Only men could go to the gymnasium. In Sparta there was king who made all the laws. Boys trained to be soldier aged 7. All men <i>had</i> to join the army! In Athens every free man was allowed to help in making the laws. Men volunteered to join the army and train as soldiers. Athens and Sparta hated the Persian Empire.</p> <p><u>Lesson 4: Greek gods and goddesses</u></p> <p>To know: Zeus was the king of the many Greek gods. His symbol was a lightning bolt. The twelve most important gods and goddesses lived on Mount Olympus. They were like people in many ways: fell in love, played tricks, loved music and dancing and were</p>	<p>the columns was called the frieze. The triangular layer above the frieze was called the pediment.</p> <p><u>Lesson 4 -Greek literature</u></p> <p>To know: Ancient Greeks loved to hear, read, write and watch literature. 'theatre' is an ancient word which means 'to watch'. Greek theatres were cut into a hillside. The spectators watched from their stone seats where they could and hear. A group would stand in the orchestra area. This group would sing and dance. This group was called the chorus. Greeks often went to the theatre to celebrate a goddess. A Greek theatre had an altar to offer things to the god or goddess. A play that made you smile and laugh was called a comedy. A</p>	<p>the Gordium knot. Alexander showed he was determined in several ways.</p> <p><u>Lesson 4: Alexander's battles</u></p> <p>To know: Alexander commanded the city to be loyal to him; the city pledged its loyalty to Alexander. Alexander reached a place called Issus where Darius and his Persian army were waiting for him. At the Battle of Issus, Darius ran away so fast that he left behind: his army, his treasure, his wife and his daughters. Alexander marched across the Euphrates River and the Tigris River. Darius and his army were waiting at Gaugamela, which he had chosen for the battle because it had very flat ground for the chariots. He marched out of Egypt to</p>
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	<p>decaying. The Egyptians wanted to preserve the body. The Egyptians worked out a way to remove all the moisture from the body. This was called embalming. Another word for embalming is mummification. The body was washed with water from the Nile river. Moisture was removed from the body by removing the organs like stomach and lungs. This is called embalming. The brain was removed through the nose by a wire hook. Each limb was wrapped separately in cloth. The organs were removed from the body. The organs were put into canopic jars. The pharaoh Tutankhamun was buried inside this tomb. He was embalmed. Howard Carter found his</p>	<p>pharaoh Tutankhamun. So, we would expect to find art in the civilisations of the Indus Valley and Shang as well.</p>	<p>seals shows how much tax was paid or who checked it. Historians really are not sure! Indus people travelled a very long way! Archaeologists have found part of a seal showing a boat and two birds. These birds were sent out to help the sailors find land. This source is evidence that Indus people were sailing on the sea! A trade route is the route that traders take when they carry their goods to other places.</p> <p><u>Lesson 6: Two more puzzles: rulers and religion</u> To know: Archaeologists do think it likely that the Indus people might have had a government. They think this because Thousands of bricks are all the same size. Someone</p>	<p>sometimes angry and argued or fought. Greek often had a little shrine in their homes where they would pray to the gods and even offer the gods presents. They could help, hurt, reward and punish you. Poseidon was the Greek god of the sea. Each god or goddess had their own symbols. Athena was often shown wearing a helmet or holding an owl. She was the goddess loved the most by the polis of Athens. The most important goddess was the goddess Hera who was wife of Zeus and Queen of the gods. She lived on Mount Olympus. The God of War is Ares.</p> <p><u>Lesson 5: The Greek language and the Iliad</u> To know: Alphabet is a word that comes from the ancient Greek language.</p>	<p>play that made you sad was called a tragedy. A play that poked fun at someone was called a satire. Actors in Greek plays did not speak; they made gestures with their hands and arms. The chorus did all the speaking and singing. Actors in Greek plays wore masks. Only men could be actors in ancient Greece. Any women's characters were played by men wearing masks who did not speak. Sophocles was a playwright from ancient Athens.</p> <p><u>Lesson 5: The Odyssey</u> To know: Odysseus's ship was blown off course by the storm that was sent by Zeus. Odysseus and his men were lost. They wanted to go home.</p>	<p>Mesopotamia to meet Darius. Alexander was the victor. Darius had retreated and left his soldiers on the battlefield.</p> <p><u>Lesson 5: Alexander conquers Persia</u> To know: Alexander marched his army south. into the heart of Persian Empire and into the city of Babylon. Alexander used the Ishtar Gate sending a clear message..."I am your new king!" Alexander's Greek soldiers had never seen a city like Babylon (gold, riches, strange animals, fragrant hanging gardens). The Persians did something that the Greeks had never seen before (lay on the floor before the king). The Greeks thought it was very strange that they thought their king</p>
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	<p>embalmed body, or his mummy.</p> <p><u>Lesson 6: How did the Ancient Egyptians write?</u></p> <p>The ancient Egyptians used pictures and symbols called hieroglyphs to write. The writing of the ancient Egyptians using hieroglyphs is called hieroglyphics. The Rosetta Stone was used to translate the hieroglyphics. Some hieroglyphs are carved into a cartouche. Where hieroglyphs are found in a cartouche, they normally spell a special name of a god or a pharaoh. This cartouche says Tutankhamun.</p>		<p>must have been in charge! The cities are not higgledy-piggledy. They have been planned! The city of Mohenjo-Daro has a citadel... ... where a ruler might have lived! Archaeologists do think it likely that the Indus people had religion. The clay figurine <i>might</i> be a fertility goddess. Ancient farming peoples needed the soil to be fertile. They also needed their animals to be fertile. Perhaps this was a god that they prayed to in order to make the soil fertile and the animals have babies? All over south Asia, archaeologists have found evidence that ancient Asian peoples believed in a god called the 'master of the animals'. They believed that this god could control wild animals such as</p>	<p>Alphabet is two Greek words.... alpha and beta. The ancient Greeks loved stories! One Greek storyteller was called Homer, who wrote exciting stories. The Iliad is one of Homer's stories. The city of Troy was surrounded by high walls. The Greeks tried to besiege the walls of Troy for ten years. The greatest Greek soldier was Achilles. Patroclus asked Achilles if he could borrow Achilles's helmet. The Trojan soldiers thought it was Achilles (but it was not). The Greek soldiers hid inside the wooden horse.</p> <p><u>Lesson 6 - The Greek and Persian Wars</u></p> <p>To know: The Battle of Marathon: the Persians came by sea in ships. Persian soldiers/army was</p>	<p>Odysseus and his men landed on an island (the land of the lotus-eaters). The lotus-eaters gave his men a plant that made them forget all about going home to Greece. They wanted to stay on the island! Odysseus dragged them back to their ships and chained them up so they would stay. Odysseus and his men sailed on back towards Greece. They landed on another island where there lived a giant with one-eye. Odysseus and his men were captured by the Cyclops and were held prisoner in a cave. Odysseus had an idea to get the Cyclops drunk. They poked out the one eye of the Cyclops. His men clung underneath some sheep as the sheep went out to graze. They sailed</p>	<p>was a god. One night, after a party, Alexander's friend, Cleitus, was very drunk. Cleitus said that Alexander was silly to let the Persians bow down to him. Alexander, too, was very drunk. He flew into a rage. Alexander threw a spear at Cleitus and killed him. Afterwards, Alexander cried and cried for days and days. Alexander had conquered an even bigger empire than the Persians. IT stretched from Greece in the west to Egypt and east to the Indus Valley. Alexander's best friend, Hephaestion, died on their journey home. Alexander was so sad that he refused to wash, eat or drink. Alexander became very ill and died. His generals argued with each other over who would rule. Then</p>
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			<p>tigers, elephants and rhinoceroses.</p>	<p>four times bigger. Greek shields pushed Persians back to the sea. An Athenian soldier ran all the way from Marathon to Athens to announce the Persians had been beaten! He announced "Nike!" Victory! Then he died. The Battle of Thermopylae: 300 Greek soldiers but the Persians were too powerful and invaded Athens and destroyed the temple. The Battle of Salamis: this time, the Persians came by sea with a huge fleet of ships. Xerxes (Persian king) watched. Persian ships were trapped in the narrow strait and attacked by Greek ships. Hundreds of Persian ships were sunk. Many Persians were killed.</p>	<p>away but heard singing coming from the beautiful, but dangerous, Sirens. Odysseus knew exactly what to do. The sailors were distracted by the Sirens. The men stopped. No one moved. They listened. They could hear wonderful singing. They stuffed wax in their ears and tied themselves to the boats. Many other adventures followed.</p> <p><u>Lesson 6 - The Greeks loved philosophy</u></p> <p>To know: Plato was born in Athens and lived at the time of the Peloponnesian War. Plato loved to ask lots of tricky questions. We call these kinds of questions, philosophy. Philosophers, like Plato, loved wisdom. Plato's teacher was Socrates. Plato wrote philosophy.</p>	<p>Ptolemy (toll-e-mee), seized control of Egypt and called himself the pharaoh.</p> <p><u>Lesson 6: The wonderful Library of Alexandria</u></p> <p>To know: Ptolemy dreamed that all the knowledge in all the world would be brought to Alexandria and kept safe. The library began by collecting all the writings of Aristotle, Alexander's teacher. Ships arriving would be searched for new scrolls to take to the library. Euclid's (from Athens) dream was to set up a mathematics school in Alexandria. When he arrived, he wrote about the mathematics of lines, shapes and angles. This is called geometry. His scrolls were kept in the library at Alexandria for many years after his death. Some of</p>
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					<p>Plato wrote conversations between him and his teacher, Socrates. Plato started his own school called the Academy. Plato's student was called Aristotle, who liked to focus on science and maths.</p>	<p>the best Greek minds travelled to Alexandria to study and it became a city buzzing with new ideas about mathematics, science and medicine. A Greek astronomer (Claudius Ptolemy) came to work in Alexandria. Because of all the knowledge gathered there, Alexandria became one of the most exciting cities in the world. Galen went there to study medicine and wrote books about the human body</p>
<u>Prior Knowledge</u>	<u>Year 1</u> Archaeologists and palaeontologists	<u>Year 3</u> Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geography knowledge so far) and via art of ancient civilisations.	<u>Year 1</u> Victorian Artefacts		<u>Year 3</u> Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2)	<u>Year 3</u> Alexander the Great: childhood, education (link to Aristotle in Summer 1),
Future Knowledge	<u>Year</u> <u>4</u>				<u>Year 5</u> The existence of the plague in Tudor London <u>Year 4</u>	

					Link to Alexander the Great	
Vocabulary	Valley of the Kings Archaeologist, excavate, tomb, ruler ancient Egypt, remains, hieroglyphics, ebony Tutankhamun, historian, civilisation Nile, Mediterranean 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	Chapter 1 tablets Sumer Tigris Euphrates Mesopotamia Fertile Crescent trade weaving herding ziggurat cuneiform Chapter 2 Gilgamesh epic Assyria Chapter 3 Indus valley Shang nomadic cradle bronze altar sacrifices decipher Chapter 4 sculptures mythical decorative	Chapter 1 necklace bangles Mohenjo-Daro merchants market Indus Valley civilisation reconstruction reconstructed Harappa monuments seals Chapter 2 sources evidence trench pottery potsherds threshed threshing barley beckon Chapter 3 urban citadel fired kiln technology sewage Lothal drain wells draw water Chapter 4	Darius empire Persian Empire Cyrus Babylon slaves succeeded satrapy satrap tax city-state polis agora acropolis temple gymnasium theatre Zeus Olympus shrines Poseiden trident Ares Hera alphabet alpha beta Homer Iliad Achilles besiege Battle of Marathon strait	Peloponnesian War starve plague allies Parthenon architecture columns scrolls frieze sculptures pediment spectators chorus masks playwrights Sophocles tragedy comedy satire gestures literature Homer Odyssey Odysseus Sirens mast nymph philosophy wisdom philosophers Socrates Plato	Chapter 1 Macedon puppet king hoplite Philip of Macedon captured hostage sarissa phalanx Chapter 2 Delphi oracle prophecy prophecy league League of Corinth Chapter 3 Bucephalas assassinated determined Gordium wagon legend Chapter 4 pledged loyalty Issus Alexandria Gaugamela chariots retreated victor divine flew into a rage Ptolemy

			jewellery oxen rhinoceroses unicorns terracotta ornaments carnelian Chapter 5 barter weights transport prow trade route Chapter 6 governed governments robe figurines fertility Asia Asian Hindu granary			Chapter 6 founded scrolls Euclid geometry astronomy astronomer Galen
Assemblies						
Trips and/or experiences				Greek day		

Year 4	Autumn 1 The Roman Republic	Autumn 2 The Roman Empire	Spring 1 Roman Britain	Spring 2 Christianity in three empires	Summer 1 Islamic Civilisations (1)	Summer 2 Islamic Civilisations (2)
Disciplinary focus	Disciplinary focus: causation How did Rome become so powerful?	Disciplinary focus: evidential thinking What can sources reveal about Roman ways of life?	Disciplinary focus: change/continuity What changed in Roman Britain?	Disciplinary focus: similarity/difference How did rulers change Christianity?	Disciplinary focus: causation Why did Islam spread so far and so fast?	Disciplinary focus: similarity and difference How did worlds come together in Cordoba?
Knowledge	<u>Lesson 1: Romulus, the first king of Rome</u> To know the legend of Romulus and Remus 753 BC To be able to locate Italy on a world map <u>Lesson 2: The Roman Republic</u> To know what a senator and consuls are. To know how Rome grew and changed. To know that after the rule of the last King Tarquin , the	<u>Lesson 1: The Roman Army</u> To know that by 100 BC the Roman Republic had expanded in all directions. To know that territories were named provinces and were ruled by a Roman governor . To know how the Roman army was organised (to include legions, centurions, cohorts)	<u>Lesson 1: The Romans invade Britannia</u> To know that the Romans called Britain Britannia . To know who invaded and conquered Britain (Claudius 43 AD) To know the similarities and differences between Caesar and Claudius <u>Lesson 2: Caratacus fights back</u> To know there were many Celtic Tribes in Britain including	<u>Lesson 1: To the lions! Christians in the Roman Empire</u> To know the Christian traditional stories about the birth of Jesus, miracles, dying on the cross and how these stories spread. To know that Christians were persecuted in the Roman Empire in the First Century CE To know how and why Christians were persecuted by the	<u>Lesson 1: Makkah: a city in the desert</u> To know who the Bedouin were and find out about their culture, trade and life in the desert. To know what the city of Makkah was like in 570; caravans of camels moving along the city's four great roads, pilgrims arriving from all over Arabia, traders selling their goods,	Opening Worlds Powerpoints not yet ready <u>Lesson 1: Islam bursts out of Arabia</u> <u>Lesson 2: Why did Islam spread so far, so fast?</u> <u>Lesson 3: The homesick ruler and the hall of light</u> <u>Lesson 4: City of learning, city of art</u> <u>Lesson 5. City of three religions</u> <u>6. 'You have destroyed</u>

	<p>senate began to rule Rome. To know that Rome became a republic in 509BC. <u>Lesson 3: Rome versus Carthage</u> To know about the wars between Rome and Carthage(Punic wars) <u>Lesson 4: Hannibal's attack on Rome</u> To know who Hannibal was and learn about his attack on Rome, the route he took. <u>Lesson 5: Scipio saves Rome</u> To know how Scipio saved Rome. To investigate the similarities and differences between Scipio and Hannibal. To know that Patricians were those Romans whose ancestors were one of the <i>paters</i>. <u>Lesson 6: Culture in the Roman Republic</u> To know why Patricians were important</p>	<p>To know how the Roman Army protected their frontiers. <u>Lesson 2: Julius Caesar</u> To learn about the life of Julius Caesar.(consul in the Roman Republic, conquered Gaul and became govenor, his march to Rome, his relationship with Cleopatra, Brutus' plot against him) <u>Lesson 3: Augustus: the first Emperor</u> To know how Octavian (Augustus) was related to Caesar. To know how Octavian became Augustus: the first Emperor. To know that as Emperor until 14AD, Augustus brought a time of peace across the empire, used the Praetorian Guard as his bodyguards, made improvements to the army, built roads across the empire</p>	<p>the Catuvellauni tribe, the Silures tribe and the Brigantes tribe. To learn about the rebellion of Caratacus. <u>Lesson 3: Boudicca's revolt against the Romans</u> To know the story of Boudicca's revolt against the Romans To know the Romans built many roads in Britannia, including Watling Street To know Roman legions were stationed across Britannia to keep order. <u>Lesson 4: The Roman Town of Aquae Sulis</u> To know that Romans built many towns including Aquae Sulis (Bath) To know how Roman towns were organised; streets in a grid system, forum in the centre as a meeting place, temples, theatres, basilica.</p>	<p>Romans using a variety of sources <u>Lesson2: Emperor Constantine makes big changes</u> To know the story of Constantine's vision. To know that Emperor Constantine supported the Christians and they were no longer persecuted. To know that historians are unsure if Emperor Constantine became a Christian himself To know that by the fourth century Christianity had become the official religion of the Roman Empire. To know that Constantine chose Byzantium as his imperial city in the eastern province and that it later became known as Constantinople <u>Lesson 3: The Byzantine Empire carries on</u> To know that the Roman Empire began</p>	<p>gathering around campfires reciting stories and poems, pilgrims moving around the Kaaba, shrines containing sacred objects (some Christian, some Jewish, some Pagan) <u>Lesson 2: Growing up in the desert</u> To know the stories about the birth of Muhammad and his early life. To know about the world Muhammed grew up in - Bedouin women fostering children, living in a tent, learning Bedouin customs, hearing stories about Arabia's ancient pagan religion. To know why Abu Talib was so important to Muhammad. To know the reasons why people who wanted to be</p>	<p><u>what was unique in the world'</u> 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>
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	<p>To know who the plebeians were and compare them to patricians.</p>	<p>and rebuilt the city of Rome.</p> <p><u>Lesson 4: Emperors Claudius and Nero</u></p> <p>To know Emperor Tiberius ruled from 14-37 AD</p> <p>To know that Emperor Caligula ruled from 37-41 AD</p> <p>To know Emperor Claudius ruled from 41-54 AD, expanding the Roman Empire including Britain. He also built aqueducts</p> <p>To know Emperor Nero ruled from 54-68 AD, rebuilding Rome after the Great Fire of Rome. He persecuted the Christians as he blamed them for starting the fire.</p> <p><u>Lesson 5: Pompeii and the eruption of Vesuvius</u></p> <p>Pompeii - depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a</p>	<p>To know how Roman baths worked and how the Romans used them.</p> <p><u>Lesson 5: Hadrian's Wall and life on the frontier</u></p> <p>To know when Emperor Hadrian built Hadrian's Wall on the frontier, where it was, the purpose of the forts along its length.</p> <p>To know how historians put sources together to try to work out what happened in the past.</p> <p>To learn about life in a fort through sources found at Vindolanda.</p> <p><u>Lesson 6: Black Romans in Britain</u></p> <p>To know that the Roman Army was made up of soldiers from all over the Empire.</p> <p>To know there were Black Romans in Britain through evidence from sources.</p>	<p>to collapse in the 5th century, as its borders were attacked by tribes such as the Goths, the Huns, the Visigoths, the Vandals, the Franks, the Angles and the Saxons.</p> <p>To learn how the Byzantine Empire grew with Constantinople becoming full of beautiful public buildings, statues, churches, palaces.</p> <p>To know what a hippodrome is</p> <p>To know how a variety of sources eg. mosaics tell historians what everyday life was like in the Byzantine Empire.</p> <p>To know that Emperor Justinian made big changes to law in the Byzantine Empire which still affect the laws in many countries including Britain, today</p>	<p>successful in Arabia needed to own camels.</p> <p>To know that Abu Talib was a merchant, that he was Muhammad's uncle, he was from the Quraysh tribe, that he cared for Muhammad when his mother and grandfather died, that he taught Muhammad all about camels and about trade and that he took Muhammad with him on an expedition when he was only nine.</p> <p><u>Lesson 3: Arabian worlds</u></p> <p>To know that in Arabia families were organised into clans and tribes and loyalty and duty were important.</p> <p>To know that some Arabs were pagans, believing in many gods but others (hanifs) became interested in the</p>	
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Roman town - Pompeii;
To know the story of the destruction of Pompeii in AD 79
To know what sources can reveal about Roman ways of life.
Classic 6: The Jewish-Roman War
To know about the Jewish-Roman War

Lesson 4: An African empire: Aksum
To know the importance of the Port of Adulis on the Red Sea, in the Empire of Aksum in Africa. (exporting gold, perfumes, salt, ivory, wheat, barley)
Lesson 5: A high and holy place

To know that Christianity spread into Africa.
To know that Aksum was the first Christian State in the world.
To know that Aksum is now known as Ethiopia and the Ethiopian Christians have preserved the buildings, traditions and art from the past.
To learn about Ethiopian rock-hewn churches.

Lesson 6: How Aksum became a Christian state

Jewish and Christian belief in one god.
To know Arabs wrote and listened to poems about their **ancestors** and were interested in finding out about their heritage.
To know what Arabs traded in (fruit, frankincense, myrrh, animals and the importance of oases.
Lesson 4: A new message
To know that in Muslim tradition in 610 Muhammad received messages from God on Mount Hira which went on to become the religion of Islam.
To compare the beliefs of Pagan Arabs and the teachings of Muhammad
To know that Muslims were persecuted but Muhammed was safe because he had the protection of his clan

				<p>To know about the Conversion of King Ezana</p> <p>To use sources to investigate Ethiopian Christianity - its practices, cultural artefacts and importance in the world.</p>	<p><u>Lesson 5: Escape to Yathrib</u></p> <p>To know why Muhammad sent his followers to Aksum</p> <p>To know that in 619 Khadijah and Abu Talib died and the persecution of Muslims increased.</p> <p>To know the traditional story of how and why Muhammad travelled to Yathrib.</p> <p><u>Lesson 6: Return to Makkah</u></p> <p>To know that Yathrib became known as Medina</p> <p>Lesson 6 Powerpoint not yet ready</p>	
Prior Knowledge	<p><u>Year 3</u></p> <p>Library of Alexandria (Y3 Summer 2 lays the ground for Y4 Rome)</p>	<p>Y3 - volcanos (geography) Judaism</p> <p>Y4 - units on the Roman province of Judea and Christianity in Year 4 so far).</p> <p>Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4) Pompeii -</p>				

		depth study (draw together all Roman knowledge so far)				
Future Knowledge	Y5 -					
Vocabulary	Chapter 1 Romulus Remus Tiber shepherd omen Rome senators unity toga temples cunning Sabine signal Chapter 2 religious seven hills Tarquin Tarquin the Proud Brutus senate represent consuls republic SPQR Chapter 3 peninsula surrendered Carthaginians Punic Wars heavy fines Hannibal Chapter 4 camp cavalry battlefield were lost ambushed Chapter 5 Scipio Scipio Africanus Chapter 6 patrician plebeians elect representatives overrule	Chapter 1 survival peninsula province governor centurion legion height rebel frontier forts Chapter 2 Julius Caesar Gaul Pompey foreign Brutus Ides of March Chapter 3 descended cunning Augustus Chapter 4 emperor Claudius proclaim advantage aqueducts Nero Colosseum Chapter 5 Pompeii Vesuvius vapour Pliny debris Chapter 6 Judea rebellion imperial	Chapter 1 Britannia veni, vedi, vici invasion Celtic tribes Claudius Chapter 2 chieftain Caratacus warriors ambushed captured forces fort ascend breast-plates placed in chains defeat heavy taxes Chapter 3 capital city Colchester stationed revolt Iceni Boudicca raised an army razed the ground Londinium Watling Street increased in number heavily outnumbered without delay showed no mercy Chapter 4 Aquae Sulis spring fortune furnaces strigil hypocaust palestra intersecting branched off grid aqueducts forum basilica theatre temple	Chapter 1 three wise men miracles forgiveness rose from the dead converted baptised sins shepherd persecution persecute incense disloyal suspicious amphitheatres memorial saint Chapter 2 official religion rivals vision Byzantium Byzantine Empire Constantinople Asia harbour Asian mosaic Chapter 3 Goths Huns Visigoths Angles Saxons Alaric the Goth sacked marble hippodrome stadium Justinian code innocent Empress Theodora court halo baptismal font Chapter 4 Aksum plateau terraces lowlands Adulis export ivory tusks perfumes Yemen mints court	Chapter 1 dominated Arabia desert Arabs Islam Makkah pilgrimage pilgrims Bedouin campfires recite Kaaba shrines idols pagan spirits Quraysh Aminah Muhammad Chapter 2 pastoral nomads nomads pastoral widows orphans warrior pastures Chapter 3 clansmen clans blood feud in praise of ancestors heritage Petra reared oases fragrant Chapter 4 Khadijah matchmaker turning point followers revelations submission submitting paradise preach prayer Chapter 5 scorned betraying disapproved refugees tragedy jeering plunge grove	Chapter 1 warring disputes Caliphs warfare Samarkand Sind territory advance Chapter 2 factors liberators tolerant booty inheritance taking them captive treasurers surveyors dynasty Ummayad Damascus criticise rally round Abbasids unfurled banners Abd al-Rahman massacre biblical fugitive Chapter 3 Cordoba unwinding turban emir stranger homeland exile urgent stonemasons glance sturdy delicate Chapter 4 aisles jade musician lute Peoples of the Book provoked clamped down locust minaret Chapter 5 splendour ancestors sought out mihrab adapted production extension

			Chapter 5 frontier height Hadrian Hadrian's Wall approaching Vindolanda wooden tablets Chapter 6 garrison	Chapter 5 state preserve perilous hewn saints rock - hewn Chapter 6 shipwreck Ezana converted bishop patriarch priests erected stela Professor illuminated manuscript Ethiopian Orthodox Church Roman Catholic Church Pope Greek Orthodox Church epiphany	Chapter 6 mosque Prophet Medina Arabic negotiate truce	Chapter 6 Berbers deadly Almohads momentum expelled triumph cathedral enraged town council unique
Assemblies						
Trips and/or experiences			Romans day at Peterborough museum			

Year 5	Autumn 1 Islamic Civilisations The round city: Baghdad	Autumn 2 Anglo-Saxon Britain	Spring 1 Vikings in Britain	Spring 2 Norse Culture	Summer 1 Vikings in Britain	Summer 2 Early Civilisations in the Americas
Disciplinary focus	How was Baghdad connected with the rest of the world?	Disciplinary focus: change How did Angles, Saxons and Jutes change Britain? evidential thinking How do we know about the Anglo-Saxons in Britain?	Disciplinary focus: change/continuity How did the Vikings change England?	Disciplinary focus: similarities What connections* and similarities did the Norse peoples have with other peoples?	Disciplinary focus: change/continuity How did Christianity change as it travelled?	Disciplinary focus: evidential thinking How do we know about the ancient civilisations of central America?
Knowledge	<u>Lesson 1: Perfect time for the perfect city</u> To know: Starting to build the city was such a special moment that al-Mansur had	<u>Lesson 1: Attacks by land and sea</u> To know: By the time Abd al-Rahman I was building his mosque in Cordoba and al-	The Vikings Different 'English' kingdoms King Alfred of the Kingdom of Wessex - forerunners of	Norse culture including sagas, art, poetry, folklore. Nordic gods, goddesses,	Christianity in the British Isles Bede, Jarrow and early monasteries in British Isles.	2 Early civilisations in the Americas Depth 1: Ancient tribes in the Amazon basin.

	<p>special coins (dirhams) made to mark the occasion. The caliph's royal astrologers looked at the stars to work out the best time to do very important things. Al-Mansur could now see what his city would look like, in a giant plan made of flames. Your descendants are all your children and all their children and all the children that come after them, for ever. The Arab peoples came from Arabia. The religion of these people was Islam. They were Muslim peoples. They worshipped in mosques and followed the teachings of the prophet Muhammad. The Arab peoples had conquered the territory around the River Tigris in the seventh century. This territory was previously controlled by the Persians. A ruler of Muslim peoples was called a caliph.</p> <p><u>Lesson 2: Perfect place for the perfect city</u></p> <p>To know: Travellers and merchants from the east, with their winding caravans of camels and horses, came down through the mountains on the way to North Africa, Arabia, Syria and the Mediterranean.</p>	<p>Mansur was building his round city of Baghdad, the Romans had long disappeared from Britain! From the fourth century, the Roman Empire was so big that it grew more and more difficult to rule. It was hard to find enough soldiers to guard the frontiers. It was hard to raise enough revenue from taxes to pay the soldiers. Meanwhile, in the fourth century, the surrounding tribes (the Picts) grew bolder and more skilful at attacking empire's frontiers from the north, which is why, in 122, Emperor Hadrian ordered a wall to be built. The Saxons wanted to migrate to Britain. The Angles, Saxons and Jutes crossed the North Sea to reach Britain. These Germanic tribes came from lands we now call Germany, Netherlands and Denmark. The Romans were being attacked from the north by the Picts, from the east by the Scots and now they were being attacked from the east and the south by the Saxons, Angles and Jutes. Back in the third century, the Romans built nine forts (the forts of the Saxon Shore) to try to</p>	<p>English identity Viking navigation 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. Disciplinary focus: change/continuity How did the Vikings change England?</p>	<p>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) Disciplinary focus: similarities What connections* and similarities did the Norse peoples have with other peoples? *(both direct interactions with people, eg. trading and exploring, and similarities with other cultures, e.g. sagas and ancient epic</p>	<p>Depth on Bede - go into detail on early life, monastic life & Ecclesiastical History - Bring Northumbrian coast to life. The English Language - how history explains it Creation of England and Scotland Second Viking Age Canute & legends associated with him. Disciplinary focus: change/continuity How did Christianity change as it travelled?</p>	<p>At end of topic, link with geog: how do these ancient human disturbances still affect the forests today, altering patterns of growth and the mix of tree species? That in turn can make it difficult for climate scientists to judge how much carbon from greenhouse emissions can be absorbed by the Amazon rainforest every year. Depth 2: Ancient civilisations in central America: the Maya. For both: use geography learned so far: how land and climate shape cultures; how cultures shape the land) Disciplinary focus: evidential thinking How do</p>
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	<p>Luxury goods came here, fine silks and spices, from as far away as India and China. We call these routes the silk roads. A civilisation was developing around the River Tigris by 3000 BCE. Farmers had Learned how to use the waters of the River Tigris to make the land rich and Fertile. Alexander the Great Conquered this land in the fourth century BCE. Just Before the Arabs came, the land was controlled by the Persians. Al-Mansur was a member of the Abbasid dynasty. Al- Mansur was the founder of the new city of Baghdad, which was right in the middle of Muslim territory. This was a very good position for trade and communication with the rest of the Muslim world, and with the world Beyond.</p> <p><u>Lesson 3: Building the perfect city</u></p> <p>To know: Al-Mansur was the caliph of a large Muslim empire. He decided to build a city on the River Tigris. Al-Mansur sent out a decree calling for skilled people to help him build his city. Thousands of builders,</p>	<p>Keep out invaders. The Romans pleaded for help but their armies were needed to defend Rome. Because the Romans were in terrible trouble all over the empire, no Roman soldiers could be spared to help Roman Britain. Invasions on all sides of the empire and especially in Italy made it impossible to spare troops for Roman Britain. The Romans in Britain were ALONE and they could no longer defend Britain. They had to give up. By the year 410, the last Roman soldiers had left the island. The Germanic tribes were stronger than the Britons. Soon, they were dominating Britain. Britain's Anglo-Saxon age had begun. It would last from around 410 to 1066.</p> <p><u>Lesson 2: How did the migrations happen?</u></p> <p>To know: Why were the Saxons and Jutes so successful? The Germanic tribes were skilled fighters and used very dangerous weapons (swords, shields, spears and the Francisca). The Britons were not</p>				we know about the ancient civilisations of central America?
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	<p>engineers, carpenters and other workmen came. Al-Mansur could afford to pay them well because he had raised plenty of money in taxes. Al-Mansur paid his labourers one twenty-fourth of a dirham a day. Al-Mansur paid his master builders one twelfth of a dirham a day. Master builders were very skilled workmen who directed the labourers. Al-Mansur paid his engineers a quarter of a dirham. An engineer is a highly skilled person who designs, makes and mends machines or buildings. The River Tigris made it possible for traders to transport goods. The river's waters could also irrigate the farmland. People were making so much money from trade and farming that they could pay high taxes. This gave al-Mansur a big revenue. Each gatepost on the four enormous gates had a huge dome. In the centre of the city was the caliph's palace. Its huge green domes could be seen by travellers for miles. The palace had grand entrances and a huge courtyard. Walls were covered in carved patterns.</p>	<p>organised and they were overcome by the Germanic invaders. A British ruler might have asked one of the tribes for help. The Anglo-Saxons wanted the Britons' land. Moving to a new place to live is called migrating. Many Anglo-Saxons wanted to migrate to a place where they could farm.</p> <p>Lesson 3: Connected Kingdoms</p> <p>The Angles moved to the middle, north and east of Britain and formed the kingdom of East Anglia, Mercia and Northumbria. The Saxons moved to the south of Britain and formed: the kingdom of the West Saxons or Wessex; the kingdom of the South Saxons or Sussex; the kingdom of the East Saxons or Essex. The Jutes settled in the south-eastern corner of Britain and created the kingdom of Kent. People moved and married, the groups mixed. King Aethelberht was a Jutish king who ruled over Kent. He married a Frankish princess called Bertha. The</p>				
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Next to the palace was a mosque, where the caliph himself preached sermons during Friday prayers. Not all the city was rich and beautiful. The city soon grew outside these walls. Very poor people lived in shabby shacks and tents, in the poorer quarters of the city, outside the circular walls. Eventually the roads petered out into the dusty desert.

Lesson 4: City of books and learning: the house of wisdom

To know: The caliphs wanted Baghdad to be more than a beautiful city. They wanted it to be a city of learning and new ideas. When traders and merchants brought their goods to Baghdad, they also brought knowledge of distant places. Books at this time were rare. Many had been destroyed when the ancient empires of the Greeks and Romans collapsed. The Great Library of Alexandria was founded in 300 BCE (Before the Common Era / Before Christ). The Library of Alexandria's heyday was at the end of the ancient Egyptian Empire, when Egypt

archaeologists concluded that the brooch they found must have been a gift from King Aethelberht and Queen Bertha. To keep power: they gave gifts to powerful noblemen and noblewomen in order to reward them for service and loyalty; King Aethelberht took control of trade; he connected with powerful families; and King Aethelberht improved law and order. King Aethelberht was trying to stop blood feuds (violent quarrels from carrying on across the generations). Instead of tribes and families taking revenge, King Aethelberht wanted people to **settle their differences**.

Lesson 4: Not angels but angles

An **overlord** was a ruler who had control over another ruler. Bertha's father, the king of the Franks, would have seen himself as Aethelberht's **overlord**. King Aethelberht allowed Augustine to build a church in **Canterbury**. Monks lived in the sixth century. They got up very early, long

	<p>had been colonized by the Greeks (and later by the Romans). The Library of Alexandria did not survive the decline of the ancient empires. The Muslims KNEW that the greatness of ancient scholarship had been lost. The Muslims were determined to recover it!</p> <p>Knowledge of Euclid: (Prior knowledge) Euclid was a scholar who studied mathematics in Athens. He dreamed of sailing to the city of Alexandria where he knew there were many other scholars working. With all that he had learned in Greece, Euclid sailed across the sea, probably imagining the mathematics school that he would set up in Alexandria. Euclid is famous for writing about a special type of mathematics that studied lines, shapes, distances and angles. This is called geometry. He wrote a famous book about geometry called The Elements. Euclid was the first person to explain what a line is. When you connect two points together, Euclid wrote,</p>	<p>before dawn, to pray. They prayed several times a day. They lived very simply, with no possessions. They devoted their life to God. They lived, worked and prayed with others in a monastery. Some monks spent much time each day copying out the Bible and other Christian books. Bede was a monk who lived in Northumbria. He was born in the late seventh century (672 or 673). He lived until 735. Bede was sent to a monastery, aged seven, to be trained as a monk. In the monastery, he learned to read and write. He was a scholar and created much famous scholarship. In the monastery, Bede studied the history of Christianity and wanted to write a book about it. This was difficult because books were hard to find. Bede was only able to write his book because another monk made the long journey to Rome, four times, returning with many more books each time. Christian missionaries had already sailed from Ireland. A monk called Columba had sailed the Irish</p>				
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the shortest way of connecting them is called a line. He showed how to calculate the diameter, radius and perimeter of a circle. Euclid loved studying and writing in Alexandria. His scrolls were kept in the library at Alexandria for many years after his death. A few scraps and fragments of early copies of Euclid's book (written in Greek) had survived by the time of Muslims of Baghdad. But nearly all had decayed, been destroyed or got lost. Euclid's book about mathematics became very famous. Euclid's ideas about mathematics and geometry were still being used by people centuries after his death. Euclid wrote on scrolls, not in books as we know them. But later, his writings were made into books like the one written in Latin on this slide.

Lesson 5: Learning about the world: Astronomy, maths, geometry.

To know: Al Mansur and the later caliphs often sent scholars even further afield,

Sea with twelve companions. They sailed in tiny boats called curraghs. These Irish missionaries built churches and monasteries. One story in **Bede's** book is about Hilda. Hilda's uncle created the new kingdom of Northumbria. He married a Christian princess who was the daughter of King Aethelberht and Queen Bertha of Kent. Hilda joined a monastery at Whitby. In 664, the Northumbrian king called a meeting - the Synod of Whitby. The Synod decided that Christians in Britain would follow Roman Christianity.

Lesson 5: Mercia: a changing kingdom

Authority is the right to give orders or to make decisions about something. A ruler gave permission to a community to become a town. They did this by giving the new town a **charter**. A **charter** gave the townspeople rights. A **charter** gave the townspeople **authority** to run their own town. The king's seal attached to it would show that the charter has the king's

	<p>into Persia, North Africa, India and China. These scholars collected many treasured texts and brought them back to Baghdad. Geometry is one of the earliest kinds of mathematics ever developed. The word geometry comes from the Greek words 'geo', and 'metron'. Arab scholars and Al-Mansur himself knew how important Euclid's book (The Elements) was! The mathematicians of Baghdad made sure it survived!</p> <p>Our system uses very few numerals - just 9 symbols and a zero! By arranging these numerals in columns, we can make any number, of any size! These Hindu ideas were known by the Persians, who lived in Baghdad and surrounding regions before the Muslim Arabs invaded. From the ninth century, the scholars in the House of Wisdom began to use them too. The maths that you do today comes from the Greeks, the Hindus, the Persians and the Arabs! Numbers evolved (changed gradually). The scholars of</p>	<p>authority. A barrier is something that blocks the way. A dyke is a high, man-made bank of earth. People might build a dyke to keep out people or to keep out water. A dyke acts as a barrier. People build barriers to keep themselves secure. A barrier might be a wall or an earthen dyke. Sometimes a monastery was called an abbey. An abbess was a nun who was in charge of an abbey. Hilda of Whitby was the abbess who founded a monastery at Whitby. Mercia was in the middle of Britain and was surrounded by other kingdoms. It became increasingly powerful and was one of the largest Anglo-Saxon kingdoms. Offa and Cynthryth wanted to be like Roman emperors and empresses. Offa wanted Christian rulers outside of Britain to respect him as a fellow Christian ruler. So when, in 796, Offa received a letter from Charlemagne, a very powerful king of the Franks, Offa was probably very pleased! In his letter, Charlemagne addressed Offa</p>				
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	<p>Baghdad brought all this mathematical knowledge together. The Muslim Arabs needed maths to: measure out parcels of land; work out how deeply to dig a canal; calculate the price of goods; design buildings; design sturdy bridges; design delicate symmetrical patterns to decorate houses, mosques, palaces, quilts and carpets; calculate how much tax people had to pay; calculate the movement of the stars; work out the direction of Makkah so that they knew which way to face during their prayers; calculate distances to make maps of new lands; work out the best routes for their armies. The word 'astronomy' comes from the Greek word 'astron' meaning 'star' and 'nomos' which means 'law' or 'culture'. Astronomy means 'law of the stars' or 'culture of the stars'. Claudius Ptolemy came to study astronomy in Alexandria. Claudius Ptolemy used astronomy and maths to help him to calculate distances and to make maps, such as this one. Claudius Ptolemy also</p>	<p>as 'Dear brother'. He asked Offa to help him ensure that Christian pilgrims were protected when travelling to Christian shrines and holy places. 796, Offa died. Cynethryth became an abbess of an abbey on the River Thames. Mercia's power declined. We can all visit Offa's Dyke today on our holidays. The earthen bank is Offa's Dyke, built to protect Mercia's eastern border from the Welsh.</p> <p>Angles and Saxons Anglo-Saxon migrants Anglo-Saxon kingdoms Christianity arrives in the British Isles (1) 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'). How archaeologists learn about Anglo-Saxons - art, everyday life, villages. Sutton Hoo Disciplinary focus: evidential thinking How do we know about the Anglo-Saxons in Britain?</p>				
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worked out that the Earth must be round, not flat. Knowledge of mathematics and astronomy also helped the Arabs with geography. The Abbasid rulers of Baghdad urgently needed new geographical knowledge because they were conquering so much land! Arab leaders and soldiers needed to understand their new lands and to find the best routes for travel. A map-maker called al-Masudi made the map. To make maps like this, al-Masudi used knowledge from astronomy, knowledge of mathematics and knowledge from his own travels.

Lesson 6: Changing the world: science, technology and medicine

To know: The scientists in Baghdad studied the human eye. They worked out how to make **lenses** to help us see better. We call this the science of **optics**. Doctors sometimes ground their powders from plants or parts of dead animals, such as bones. Sometimes they ground them from clay, rocks or metals. We call these non-

	<p>living things, minerals. From the Greeks, Baghdad scholars and doctors learned: how to examine a patient carefully; how to use alcohol as an antiseptic; how to prepare medicines. In Pergamum lived a clever doctor called Galen. Pergamum was not far from the Greek cities of Athens and Sparta. Pergamum was a very Greek city. Galen was interested in medicine and in how the human body worked. Galen went to Alexandria to study medicine. There he wrote books about the human body. Galen lived in the second century. His part of Greece had been taken over by the Romans. Galen became the personal doctor to quite a few Roman emperors! As well as travelling to Alexandria, Galen travelled throughout the Roman Empire. He travelled so that he could learn medical techniques from other doctors. He wanted to seek out all the medical knowledge that he could find. An expert in anatomy, Galen was the first person to prove that our arteries carry blood. Galen noticed that the blood in a vein is a different colour (darker) from the blood in an</p>					
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	<p>artery (brighter). Galen also worked out that we have nerves. Galen developed new methods for surgery. Carrying out operations, he learned even more about the human body. Galen had written hundreds of books. But so many had been lost in the chaos of the Roman Empire's decline! All this knowledge would have been lost if the Muslim scholars in Baghdad had not found and translated it. Galen's ideas went on to influence doctors from Europe to China. Baghdad scholars were hungry for Galen's work. The Muslim doctors did not just copy the Greeks; they made their own medical discoveries, too. Rhazes' influence was huge. A Chinese student came all the way to Baghdad from China, to learn from Rhazes. Rhazes continued to influence medicine long after his death. Al-Masudi was a great map-maker. He used knowledge from the stars and his own travels to make maps like this. Al-Masudi travelled to the Caspian Sea, to Arabia, to Syria, to Egypt, to East Africa and even to the Indus Valley. He sailed on many</p>					
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	<p>oceans and seas, including the Indian Ocean, the Red Sea, the Mediterranean and the Caspian Sea. Al-Masudi wrote about China, but we are not sure if he actually went there himself. He might have learned about China from other travellers. We do know, however, that he died in Egypt. The astrolabe is one of the most famous Arab inventions in astronomy. Travellers used an astrolabe to find their position using the stars. An astrolabe is made of metal discs that could be turned. Some of the major stars are marked around its edge. Ancient Hindu peoples built observatories, like this one, for staring up at the stars at night. The stars were important to Muslims for their religion. Wherever they were, Muslims had to know the direction of Makkah for their prayers. One caliph helped the Baghdad astronomers by paying for a large observatory. In Cordoba, Abd al-Rahman was far from his homeland and never went there again. These two rival dynasties (Ummayyads and Abbasids)</p>					
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	<p>were both leading the development of fine cities and new knowledge at exactly the same time, even though they were bitter enemies and keeping out of each others' way!</p> <p>(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. The House of Wisdom, books and paper, translation of the ancient texts from Greek The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine. 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. How was Baghdad connected with the rest of the world?</p>					
Prior Knowledge	Y4	Archaeologists			<u>KS1</u> Existence of royalty and castles	

Future Knowledge	Y6 -					
Vocabulary						
Assemblies						
Trips and/or experiences		Pharoahs day			Shakespeare company performance Performing a Shakespeare play Visiting Milton Hall farm (Tudor hall)	

Year 6	Autumn 1 ID	Autumn 2 A Child's War	Spring 1 Frozen Kingdom	Spring 2 Darwin's Delights	Summer 1 Hola Mexico	Summer 2
Knowledge	<u>Biometrics timeline</u> To have an understanding of the biometrics timeline. <u>Influential Historical Figure - William Wilberforce</u> To know that William Wilberforce was born on the 24th August 1759. He was an independent Member of Parliament from	<u>War Begins</u> To know that WW2 lasted from 1939-1945 and that the Allies won. To know the Axis Powers (including Germany, Italy and Japan) and the Allied POWERS (including Britain, France, the Soviet Union and USA). <u>The Blitz</u>	<u>Conditions abroad - Titanic</u> To know that on 15 th April 1912, the RMS Titanic sank in the Atlantic Ocean after hitting an iceberg. The ship was on its first voyage from Southampton, UK to New York, USA. To know that the ship had been labelled 'unsinkable' and only carried	<u>Who was Charles Darwin? (Timeline)</u> To know that Charles Darwin was an expert in natural history who put forward a theory of evolution by natural selection. He was born on 12 th February 1809 in Shrewsbury. He died on 19th April 1882. To know he went on a famous sea voyage	<u>Maya Civilisation</u> To know that the Maya were a group of indigenous people who lived in Mexico and other parts of Central America over 3,000 years ago. The Maya were experts in farming, pottery, writing and maths. To know that around AD 900 the	

	<p>1784-1812.</p> <p>To know that he was a key figure in the English abolitionist movement, seeking to end slavery. He worked for twenty years to pass the Slave Trade Act of 1807, which prohibited slavery in the British Empire.</p> <p>To know that he died on the 29th July 1833.</p> <p>Music ID work?</p> <p>Key knowledge: In 1858, William Herschel discovered that different people had different fingerprints.</p>	<p>To know the Battle of Britain started in July 1940 and lasted for many months. To know the German Air Force attempted to destroy Britain's Royal Airforce so they could prepare to invade Britain by sea. The Royal Air Force (using Spitfires) shot down many German planes.</p> <p>To know that the sudden and intense bombing of British cities was called the Blitz. Sirens were sounded in the street to warn civilians that bombers were coming. To escape the bombs, people went into air raid shelters. Weeks of sustained bombing raids killed thousands of people and destroyed many homes and cities.</p> <p>To know Germany targeted London, Sheffield, Coventry,</p>	<p>enough lifeboats for half the number of people on board. Around 1500 of the 2224 passengers and crew died.</p> <p><u>Timeline of Polar Exploration</u></p> <p>To know that Robert Falcon Scott was a famous polar explorer who was born on 6th June 1868 in Devonport UK.</p> <p>To know that between 1901 and 1904, Scott commanded his first expedition to the Antarctic, which failed.</p> <p>To know that he set off for his second attempt to become the first person to reach the South Pole in 1910. On 17th January 1912, Scott reached the South Pole only to find Roald Amundsen had arrived first.</p>	<p>on 27th December 1831 on a ship called HMS Beagle and visited many places around the world collecting animal and plant samples. These observations led to the theory of Evolution.</p> <p><u>Mary Anning: Fossil Hunter</u></p> <p>To know Mary Anning (1799-1847) was an English fossil collector. She lived in Lyme Regis in Dorset. She spent a lot of time collecting fossils along the beach. She had very little education but worked hard and taught herself about fossils. She became an expert at removing fossilised bones from rock to reconstruct skeletons. She made many important finds including Plesiosaur skeletons.</p> <p><u>Adding to our timelines (legacy)</u></p>	<p>Maya civilisation began to decline, and the people moved into small villages, rather than staying in the great cities they had built.</p> <p>To know they created a calendar that was based on their understanding of maths and astronomy.</p> <p>To know other elements of the Maya timeline such as: 1000 BC - Maya settlements develop / 750 BC Large stone structures are built in Maya cities / 250 AD - they become one of the most significant civilisations and dominate Central America / 900 AD - The Maya civilisation begins to mysteriously decline and the</p>	
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		<p>Liverpool and Plymouth.</p> <p>To know that Anderson Shelters and Morrison Shelters were used by families and the difference between them.</p> <p><u>Wartime leaders</u> - To know Winston Churchill was the Prime Minister of Great Britain and Adolf Hitler was the leader of Germany.</p> <p><u>Travelling back in time</u> To know that from September 1939, the government decided to evacuate children from the cities, where they might be in danger, to the countryside where they would be safer. Evacuees went to live with other families until the war ended.</p>	<p>To know that he and his team members dies of starvation and exposure on 29th March 1912 less than 20km from their supply depot.</p>	<p>To know dates related to Darwin's legacy. To know people who were working in the same field at the time, including Alfred Russel Wallace.</p> <p>To know that Wallace concluded that species adapted and changed to suit their environment, passing on their characteristics to their offspring. If a species couldn't adapt, it would die out.</p> <p>To know that Gregor Mendel is known as 'the father of genetics' for his work on proving blending was not correct.</p>	<p>great cities become abandoned.</p>	
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		<p>To know that on 8th January 1940, Rationing started.</p> <p><u>Homes now and then</u></p> <p>To know that in the wartime home, toilets were often outside, and there was often no bathroom, but a jug and basin for washing. There were no TVs or video games.</p>				
Prior Knowledge	<p><u>KS1</u></p> <p>Slavery and the Slave trade</p>	<p><u>KS1</u></p> <p>similarities and differences in the home and at school (Victorian).</p> <p><u>Year 2</u></p> <p>Great Escape</p>	<p><u>EYFS</u></p> <p>Famous Explorers -Matthew Henson (took part in seven voyages to the Arctic)</p> <p><u>Year 2</u></p> <p>Sea Explorers (Captain Cook)</p> <p>Grace Darling - rescue</p>	<p><u>Year 1</u></p> <p>Mary Anning</p>		
Future Knowledge	KS3 -					
Vocabulary	<p>Biometrics</p> <p>Characteristics</p> <p>DNA</p> <p>Fingerprints</p> <p>Experience</p>	<p>Allied powers</p> <p>Axis Powers</p> <p>Civilian</p> <p>Concentration camp</p> <p>Evacuee</p>	<p>Expedition</p> <p>Explorer</p> <p>Glacier</p> <p>Iceberg</p> <p>Icecap</p>	<p>Adaptation</p> <p>Ancestry</p> <p>Evolution</p> <p>Extinct</p> <p>Fossil</p>	<p>Civilisation</p> <p>Climate</p> <p>Culture</p> <p>diverse</p> <p>equinox</p>	<p>Acrylic paint</p> <p>Artists</p> <p>Complementary colours</p> <p>Composition</p>

	<p>Identical</p> <p>Inherit</p> <p>Nature vs nurture debate</p> <p>Opinions</p> <p>Personality</p> <p>Suspect</p> <p>Witness</p> <p>Unique</p>	<p>Invade</p> <p>Nazi</p> <p>Persecute</p> <p>Propaganda</p> <p>Rationing</p> <p>Rhineland</p> <p>Treaty of Versailles</p>	<p>Ice-sheet</p> <p>Ice-shelf</p> <p>Inuit</p> <p>Northern Hemisphere</p> <p>Particle</p> <p>Precipitation</p> <p>Titanic</p> <p>Sea ice</p> <p>Southern Hemisphere</p>	<p>Inheritance</p> <p>Naturalist</p> <p>Natural selection</p> <p>Natural world</p> <p>Species</p> <p>Variation</p>	<p>festival</p> <p>heritage</p> <p>indigenous landscape</p> <p>patron saint</p> <p>region</p> <p>tradition</p>	<p>Curator</p> <p>Oil paint</p> <p>Pigment</p> <p>Primary colours</p> <p>Secondary colours</p> <p>Tertiary colours</p> <p>Watercolour paint</p>
Assemblies						
Trips and/or experiences		<p>Find out what it was like to go to school during the war.</p> <p>Travel back in time, dressing in typical 1940s dress, with shorts and blazers for boys and pinafore and long socks for girls.</p> <p>Take part in a typical lesson of the time, perhaps learning times tables by rote or in geography, using maps to identify countries under attack by Germany.</p> <p>Remember to pack a lunch typical of the time and take</p>	Arctic explorer experience day?			

		shelter when the sirens sound.				
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