



# Adel Primary School

## HISTORY Curriculum

### Early Years to Year 6

Our history curriculum is designed to deliver a high-quality education that helps pupils develop a coherent understanding of Britain's past and the wider world. It aims to spark curiosity and inspire a lifelong interest in history.

Through engaging lessons, pupils learn to ask perceptive questions, think critically and weigh evidence, sift arguments and form balanced judgments, develop perspective and informed opinions

History enables pupils to appreciate the complexity of people's lives, the processes of change, the diversity of societies, and the relationships between different groups. It also helps them explore their own identity and the challenges of their time.

We use key historical concepts to investigate the past:

- Significance
- Interpretation
- Cause and Consequence
- Historical Evidence
- Similarities and Differences
- Chronology



Substantive Knowledge / Disciplinary Knowledge

British History	World History	Local History
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EYFS		
Autumn Term Own life story – comparison with self in the past (Autumn1) Remembrance Day (Autumn 2)	Spring Term Exploring the past through fairytales and stories	Summer Term Adel now and in the past
<ul style="list-style-type: none"> <li>• Talk about similarities and differences between us now and as a baby.</li> <li>• Look at family pictures – talk about our own families. Look at how each family is special.</li> <li>• Learn about Remembrance Day</li> </ul>	<ul style="list-style-type: none"> <li>• To explore the past through stories and compare and contrast characters from the past</li> <li>• To use stories to explore differences between homes then and now</li> </ul>	<ul style="list-style-type: none"> <li>• To compare images of Adel now and in the past – what do we notice?</li> </ul> <p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>• <b>Talk about the lives of the people around them and their roles in society.</b></li> <li>• <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></li> <li>• <b>Understand the past through settings, characters and events encountered in books read in</b></li> </ul>



Year 1

Autumn Term	Spring Term	Summer Term
<p><b>What was life like in the past?</b> (changes within living memory) <i>British History (peace, conflict and security)</i></p>		<p><b>Important events and the people who were powerful</b> <i>World History (power and justice)</i></p>
<p><b>Session 1: Timelines: Then and Now</b> Put own life events in a timeline (include family members) (<i>history, timeline, past, decade</i>)  <b>Session 2: Toys: Then and Now</b> Explore similarities and differences of old and new toys. <i>Sort toys into 'old' and 'new' toys. (materials, old, new, then, now)</i>  <b>Session 3: Did your grandparents and parents play with the same toys as you?</b> Parent/grandparent to visit the classroom and talk about their favourite toys. <i>Ask questions about the past. Compare the past to today.</i>  <b>Session 4: Communication: Then and Now.</b> Know that in the past, people communicated by sending letters. Another way of communicating was invented, called morse code. The typewriter was invented, and people would type instead of handwriting letters. Graham Bell invented the telephone so that people could communicate over long distances. Know that in the present we use emails and smart phones to communicate and that we still communicate by writing letters. <i>Describe similarities and differences between ways of communicating (present, communication, invention)</i>  <b>Session 5: Transport: Then and Now</b> Know that the vehicles people use have changed a lot in the last century (100 years). Compare vehicles of the past with present day vehicles. <i>Sort transport into 'then' and 'now'. (transport, vehicle)</i>  <b>Session 6: Clothing: Then and Now</b> Match the clothing with the correct decade. <i>Compare fashion from different decades. (decade, fashion)</i></p> <p><b>SESSION 7: ASSESSMENT: WHAT WAS LIFE LIKE IN THE PAST COMPARED TO NOW?</b></p>		<p><b>Session 1: Neil Armstrong</b> Know Who Neil Armstrong was – first man to walk on the moon. Know that only 12 people have walked on the moon's surface. (<i>astronaut, space, significant, individual</i>)  <b>Session 2: Amy Johnson: Queen of the Air</b> Know who Amy Johnson was – 'the queen of the air'. Know that she is the most famous female pilot in Britain's history and that in 1903, Amy became the first woman to fly solo to Australia. (<i>aviator, decade</i>)  <b>Session 3: Ibn Battuta</b> Know that Ibn Battatu was an explorer over 700 years ago. Know that he travelled in the middle east, North Africa, India, and China, that he was on the road for over 30 years, and he wrote a book. <i>Use maps and sources to find out information (explorer, pilgrimage, Rihla)</i>  <b>Session 4: Christopher Columbus</b> Know that he lived in the 15th century, that he is remembered for being a famous explorer and that he sailed the seas of a lot of countries. <i>Use time adverbials to show chronology knowledge (voyage, native American)</i>  <b>Session 5: Comparing Christopher Columbus and Ibn Battatu</b> <i>Describe some similarities and differences (similarities, differences, comparison)</i>  <b>Session 6: Rosa Parks</b> Know that in 1955, Rosa refused to give up her seat on a bus for a white person and that at the time, white people and black people were kept apart in some American states. Know that Rosa's actions helped change the law and make life fairer for black people in America. <i>Place events in the chronological order. (rights, equality, segregation)</i>  <b>Session 7: Emmeline Pankhurst</b> Know that Emmeline was born in Manchester in 1858. At the time, women did not have the same rights as men. She fought hard for equal voting rights for women. Because of her and the other suffragettes, British women won the right to vote. <i>Describe what images, artefacts or sources can tell us about the suffragettes. (power, activist, suffragette)</i>  <b>Session 8: Timeline</b> <i>Sequence people and events in time order (before, after, now, decade, century)</i></p> <p><b>SESSION 9: ASSESSMENT: WHAT DO YOU REMEMBER ABOUT THE IMPORTANT PEOPLE WE HAVE LEARNT ABOUT?</b></p>



Year 2

Autumn Term	Spring Term	Summer Term
<p><b>The Great Fire Of London</b> (events beyond living memory) <i>British History (peace, conflict and security)</i></p>		<p><b>What Do We Know About Adel?</b> <i>Local History (community and identity)</i></p>
<p><b>Session 1: How has London changed over time?</b> Know that London has changed since it was first settled by the Romans over 2000 years ago and that historians have learned about these changes by looking at maps. <i>Describe how London has changed over time. (timeline, chronological, population, century)</i></p> <p><b>Session 2 &amp; 3: What was London like in 1666 and how do we know?</b> Know that life in the 1660s was different to modern-day Britain, that houses were made of wood and cramped, that streets were smelly and crowded and that water was supplied from the river – there was no running water. <i>Know that historians use sources (e.g. illustrations) to find out about the past, as there are no photos; that they know about life in the past by thinking about what the evidence suggests. (modern-day, reconstruction, population, evidence, source, illustration, artefact)</i></p> <p><b>Session 4: What was firefighting like in 1666 and how does it compare to today?</b> Know that watchmen raised an alarm if they spotted fire and there was limited equipment used to put out fire; the equipment we use today is very different. <i>Use knowledge to explain what is happening in the source. Explain why the early fire engines weren't very effective. Describe what equipment modern firefighters use today. Are they more effective? (watchmen, equipment, effective, ineffective, modern)</i></p> <p><b>Session 5: What happened before the Great Fire of London?</b> Know key factors: drought in the summer of 1666 so less water in the river than usual and everything was very dry; high, warm winds across London; people were unhappy with the King and the government. <i>Recognise factors that affected the spread of the fire. Choose a factor and explain why it would affect the spread of the fire. (drought)</i></p> <p><b>Session 6: What happened during the Great Fire of London?</b> Know key events: A fire broke out at night in a bakery on Pudding Lane; nearby buildings quickly caught fire; the fire became out of control; after four days of burning through London, the fire stopped. <i>Explain how historians know about what happened after the fire started. (extinguish, firebreak, explosive, gunpowder, flammable)</i></p> <p><b>Session 7: Why did the Great Fire of London spread so quickly?</b> Know key factors: the weather affected the spread of the Great Fire of London; people's decisions affected the spread of the Great Fire of London; there were several reasons why the fire spread so quickly. <i>Organise the reasons for the fire's spread in different ways. Know that</i></p>		<p><b>Session 1: What are some of the key features of Adel and can you find clues to help you discuss the past?</b> Children use first-hand experience (local walk) to gather evidence about what there is in Adel. Know key locations: Adel St John Primary, Bedquilts, Adel Wood Stores, Otley Road. <i>Use maps and sources to find out information (Historical Enquiry), Take photographs of local historical clues whilst on a walk around local area (historical, sources, locality)</i></p> <p><b>Session 2: What evidence can we find in Adel to show people lived in the past?</b> (Visit to Adel St John the Baptist) Know that artefacts show Romans lived in Adel in the past and that there is an original Roman road situated in Adel. <i>Look at gravestones observing different dates (sources of evidence) (Romans, coffins, evidence, observations)</i></p> <p><b>Session 3: Timelines</b> Place dates (from gravestones) on a timeline in order of birth (chronological understanding). <i>Place their own birth date on the timeline (chronological understanding, timeline, past, present)</i></p> <p><b>Session 4 &amp; 5: What has changed and what has remained the same throughout the history of Adel?</b> Compare old photographs and descriptions of Adel with modern photos (including those taken during local walk from previous lesson) (continuity &amp; change). Identify aspects that have changed and others that have remained the same. <i>Use maps and sources to find out information (Historical enquiry and sources of evidence (sources, evidence, continuity, change)</i></p> <p><b>Session 6: How are schools different in Adel compared to the past?</b> Know that the word 'Adel' means marshy place. In Old English 'Addle' was the word for boggy. <i>Compare Adel Primary School (1992) to Adel School and Master's Houses (1875). Also investigate Adel St John Primary (1977) (Continuity and change) Recognise and describe similarities and differences (comparison, similarities, differences)</i></p> <p><b>Session 7: How has Adel Primary School over time?</b> Know that Adel Primary School opened in 1992 as a new school due to a greater demand for schooling in the area. Know that Adel Primary School's playing fields used to be a pond area where clay could be found and made into tiles (<i>Tile Lane</i>). Adel Primary School's logo has an historical meaning and there are</p>



historians disagree about which causes affected the spread the most and that they give reasons to justify their answers. (*flames, decision, reasons, justify*)

**Session 8: How did the Great Fire of London change London?** Know that London was rebuilt to be more fireproof but that it was not rebuilt in the way the King wanted. Fire brigades were created to respond to fires more effectively. Describe how building materials changed. Discuss how the Great Fire of London affected our modern fire brigade. (*fireproof, brigade, change*)

**SESSION 9: ASSESSMENT - WHAT DO YOU REMEMBER ABOUT THE GREAT FIRE OF LONDON?**

clues to show it was built near a mill in the past. (*change, continuity, sources, evidence*)

**SESSION 8: ASSESSMENT: WHAT DO YOU KNOW ABOUT ADEL AND HOW HAS IT CHANGED?**



Year 3

Year 3		
Autumn Term	Spring Term	Summer Term
<p><b>Britain from The Stone Age to The Iron Age</b> British History (<i>peace, conflict and security</i>)</p>	<p><b>Ancient Civilisations (Ancient Egypt)</b> World History (<i>power and justice</i>)</p>	
<p><b><u>Enquiry 1- Evidence and Interpretation – How do historians know about Pre-historic Britain?</u></b>  <b>Session 1: How do we know about Pre-historic Britain?</b> Know that prehistoric means a time before written records existed, that there is no recorded history of this time, there are only clues left behind by archaeologists. Pre-historic began when the first humans arrived in British Isles. Use BC and AD correctly. Know that this period is divided into 3 time periods (Stone Age, Bronze age and Iron age); order them in chronological order on a timeline. (<i>chronology, prehistoric, Stone Age, Bronze Age, Iron Age, period</i>)  <b>Session 2: What did archaeologists find to show what life was like?</b> Know that archaeologists find things that tell us more about the past - the remains of homes and temples show how people lived and worshipped (caves, houses etc); tools and weapons give clues about the way people worked and fought (artefacts. Skara Brae is an example of an important Neolithic village. Discuss how historians know about Neolithic life (interpretation and sources) (<i>artefacts, source, archaeologists</i>)  <b>Session 3: What can we learn from artefacts?</b> Know that archaeologists find things that tell us more about the past and that artefacts can tell us a lot about how people lived in the past. Know how to investigate an artefact</p> <p><b><u>Enquiry 2- Change and Continuity How did farming change Britain in the Stone Age?</u></b>  <b>Session 4: How did people live in the early Stone Age Britain?</b> Know that Before 4500BC, most people moved from place-to-place hunting and gathering and that people migrated from other parts of the world to Britain around 10,000BC. Know how to investigate artefacts of Mesolithic tools (<i>nomadic, evidence, migrate</i>)  <b>Session 5: How did farming change Britain?</b> Know that farming started in Britain in the Neolithic period and that people who migrated into Britain brought the idea of farming with them. Farming caused people to settle more permanently. Learn how people changed from being nomadic to settled because of farming. Discuss how much farming changed Britain. (<i>cause and effect</i>) (<i>agriculture, crops, domesticated, settled</i>)</p>	<p><b><u>Enquiry 1 – Chronology, significance, change - Where and when did the Ancient Egyptians live?</u></b>  <b>Session 1: When did the Ancient Egyptians live?</b> Know that the civilisation emerged around 3100 BC and lasted until 332BC, when it was conquered by the Roman Empire led by Alexander the Great (<i>change</i>). Egypt was invaded by numerous sets of people because it was so powerful and had lots of grain which people needed to feed other civilisations. Place Ancient Egypt on a timeline (along with prior learnt periods of time), use BC and AD correctly (<i>chronology, significant, conquer, ancient, invasion</i>)  <i>Recap on previous dates taught: Stone Age Britain (+3500BC – 2500BC); Bronze Age Britain (2500BC – 800BC); Iron Age Britain (800BC – AD 43)</i>  <i>Add these significant events to timeline: 2600BC – Stonehenge stones added; 1650BC – Woolly mammoths become extinct</i>  <b>Session 2: (Significance and Interpretation, sources and evidence, chronology) What were some of Ancient Egypt’s significant events? Use a timeline to place significant events from Ancient Egyptian times 3100BC – unification; 2670BC – pyramid of Djoser built; 2600BC – Great pyramid built; 2520BC – Great Sphinx is built; 1341BC – Tutankhamun born; 332BC – Alexander the Great invades; 69BC – Cleopatra born; 30BC – Romans invade  <b>Session 3: What did the structure of Ancient Egypt look like?</b> Know that Egypt was divided into Upper and Lower Egypt and into three kingdoms (old, middle &amp; new). The Old Kingdom is usually remembered for its pyramids and tombs, the Middle Kingdom is usually remembered for bringing stability and peace with its fortresses and its development of art, literature and culture, the New Kingdom is usually remembered for expanding the Egyptian empire and conquering new lands (<i>empire, conquer</i>)</b></p> <p><b><u>Enquiry 2: Why were the Ancient Egyptians so successful?</u></b>  <b>Sessions 4 &amp; 5: (Significance &amp; interpretation/continuity &amp; change) What were their achievements and what impact do they have today?</b>  <b>Buildings</b> - They built amazing structures like pyramids without modern technology. They were built for Pharaohs and consorts. <b>Paper</b> - The Ancient Egyptians were one of the first civilisations to make paper to write on and wrote hieroglyphics. <b>Maths</b> -Developed a system of maths that helped them measure accurately. <b>Medicine</b> They knew to keep healthy and learnt lots about the body from dissecting dead bodies. <b>Calendar</b> - They invented a 365 day calendar system based on the when the Nile flooded, giving them seasons. <b>Writing</b> - One of the first civilisations to have a form of writing,</p>	



**Enquiry 3: How was life in the Bronze Age different to life in the Stone Age? Similarity and Difference**

**Session 6: How did technology change from the Stone Age to the Bronze Age?** Know that people in the Stone Age used stone to make tools and weapons. Know that The Bronze Age brought new technologies and rituals to Britain - people began to use copper and bronze to make tools, weapons and jewellery (rather than stone)  
*Describe how technology changed from the Stone Age to the Bronze Age (technology, copper, bronze)*

**Session 7: What was religion like in the Bronze age?** Know that burial sites and places such as Henges (Stone Henge) were found in the Bronze Age by archaeologists. When people died, they were buried with important items - Bronze Age people believed in the afterlife. *Understand that Henges and burials can be used as evidence of religious beliefs. (religion, ritual, burial, barrow, Henge, afterlife)*

**Enquiry 4: How did life change from the Bronze Age to the Iron Age? Change and Continuity**

**Session 8: How was life different in Britain in the Iron Age?** Know that the Iron Age began in Britain in 800BC. *Understand that iron tools were stronger than bronze tools – it made farming more efficient.* Know that Britons traded iron for other goods. *Describe changes in weaponry between Bronze age and Iron age (trade, tribe, round house, fort, continuity, change)*

**Session 9: Who were the Celts?** Know that Celtic people with similar ways of life lived all over Europe – they did not call themselves Celts. Iron Age people (Celts) lived in small tribes and lived in round houses in hillforts rather than caves. There were many tribal kingdoms in Celtic Britain. *Understanding of chronology – life in Iron Age Britain (characteristics) (hillforts, kingdoms, Celts, continuity, change)*

**SESSION 10 - ASSESSMENT: HOW DID LIFE CHANGE FROM THE STONE AGE TO THE IRON AGE?**

called hieroglyphics. Allowed them to communicate. **Farming** - Great at farming which kept the population well fed. Used the Nile to good effect. **Language** - Created a language that they could understand and communicate with. **Mummification** - Knew how to preserve bodies so that they didn't decay quickly. Means we know more about them today.

*(achievements, impact, significance, interpretation)*

**Session 6: What was Egyptian society like? Similarities & differences, sources and evidence** Know that Ancient Egyptian society was divided into a rigid social hierarchy with the pharaoh at the top as they had the most power giving laws and keeping order *(Was this similar/different to the people who lived from the Stone Age to iron Age?)*

- The Vizier was the Pharaoh's chief advisor
- Nobles ruled local areas and made local laws.
- Priests kept the gods happy performing rituals
- Scribes were the only people who could read and write
- Soldiers oversaw the defence of the country
- Craftsman were skilled workers
- Farmers worked the land farming, fishing etc
- Slaves were prisoners captured in war and worked for others above them *(Was this similar/different to the people who lived from the Stone Age to iron Age?) Compare Ancient Egyptian jobs to jobs today. (society, hierarchy, status)*

**Session 7: Why was the Pharaoh so important?** Know that Pharaohs were Ancient Egyptian rulers. They were very powerful, absolute rulers. Pharaohs were responsible for maintaining order and justice in their kingdom. Ancient Egyptians believed that pharaohs were divine and that they became gods once they died. *Know that historians know about Ancient Egyptian beliefs through sources. (absolute, monarch, justice, divine, tomb)*

**Enquiry 3: What did they believe in?**

**Session 8: Was religion significant in Ancient Egypt? Continuity and change, cause and consequence** Know that Ancient Egyptians believed in many gods: their religion was polytheistic. They believed in an afterlife and were buried with their belongings so they could use them in the afterlife. This was called Mummification. Pyramids were built as tombs to look after people in the afterlife. Ancient Egyptians believed that pharaohs were the connection between gods and humans. Many animals were sacred to the Ancient Egyptians *Provide evidence for each statement from sources they have read. (polytheistic, sacred, ritual, mummification, pyramid)*

**SESSION 9: ASSESSMENT – THE ANCIENT EGYPTIANS ARE ONLY KNOWN FOR THEIR PYRAMIDS AND MUMMIES. AGREE OR DISAGREE?**



Year 4

Autumn Term	Spring Term	Summer Term
<p><b>Ancient Civilisations (Ancient Greece)</b> <i>World History (power and justice)</i></p>	<p><b>Anglo-Saxons, Scots and Vikings</b> <i>British History (peace, conflict and security)</i></p>	
<p><b>Enquiry 1 – When was Ancient Greece (chronology) and who was powerful at this time?</b>  <b>Session 1: When did the Ancient Greeks live?</b> Know that the Ancient Greek period started in 2200BC to 30BC, that it was split into six periods and that Ancient Greece, the Bronze and Iron Age civilisations existed at the same time. <i>Identify similarities and differences. Place Ancient Greece on a timeline (along with prior learnt periods of time)</i>  <b>Session 2: What was Greek life like in the past?</b> Know that Ancient Greece had a warm, dry climate, as Greece does today. Most people were farmers, fishermen or worked in a trade. Some were soldiers, scholars, scientists and artists. Most people lived in villages or in the countryside. The ancient Greeks practised many different crafts including pottery, metalworking and woodworking. In ancient Greece women had the responsibility for looking after the home and for producing children. <i>Identify evidence or artefacts that tell us about ancient Greek life. Compare Greek homes to modern day homes (similarity and difference) (civilisation, ancient, artefact)</i>  <b>Session 3 – Which state was the most important? (Athens V Sparta)</b> Know that Ancient Greece was divided up into small city-states and each state ruled itself. They had their own governments, laws, army and they could vote. Each city state shared the same Greek identity- a common language, religion and culture which created strong links between them. In 479 BC, the two most powerful city states were Athens and Sparta. <i>Place powerful states on a timeline (along with prior learnt periods of time) (city-state, citizen, society, culture)</i>  <b>Sessions 4 &amp; 5 – What did the Ancient Greeks believe in?</b> Know they believed in gods, so they worshipped them. They believed in many different gods and goddesses who were responsible for different things. They believed that the dead went to an underworld below the ground. <i>Use evidence (artefacts, sources) to understand Ancient Greek beliefs. (worship, temple, altar, underworld)</i></p> <p><b>Enquiry 2 – What is the legacy of Ancient Greece?</b>  <b>Session 6: Democracy in Ancient Greece - What was it and how did it affect the world? (cause and effect)</b>  <b>Know:</b> Know that democracy is made from two words: Demos means people, Kratos means power. Athens developed a new system of government called democracy. Under this system, ordinary citizens were able to vote on military decisions and changes to law. Women,</p>	<p><b>Enquiry 1 – Can you place different historical eras on a timeline (chronology) and what can we find out about them?</b>  <b>Session 1: Can you place important times in Britain on a timeline?</b> Know that the Anglo-Saxons and Scots settled in Britain after the Romans had left in 410AD. The Anglo-Saxons converted to Christianity in 597AD. The Vikings began to invade Britain from 793AD beginning in Lindisfarne - they stayed until 1066AD when the Battle of Hastings happened. <i>Identify key events in the Anglo-Saxon period. (withdrawal, settle, invade, conquer)</i>  <b>Session 2: Can you use different sources of evidence to find out more about the Anglo-Saxons?</b> Know that written sources from the period were mainly written by monks. Linguistic evidence comes from place-names and vocabulary in different parts of Britain. Archaeological evidence includes artefacts historians have found from the time. <i>Read about some of the different sources of evidence historians have used to find out about the Anglo-Saxon period. Identify the sources which inform historians about specific information. Understand that archaeologists have been able to use archaeological discoveries to make inferences about Anglo-Saxon practices, beliefs and values. (period, linguistic, archaeological)</i>  <b>Session 3: Who were the Anglo-Saxons and Vikings?</b> Know that the Anglo-Saxons were Germanic people from modern-day Germany and Denmark who invaded and settled in Britain. The Vikings were Scandinavian people from modern-day Norway, Sweden and Denmark who invaded and settled in Britain. <i>Discuss similarities and differences between the Anglo-Saxons and the Vikings (pagan, excavation, convert)</i></p> <p><b>Enquiry 2: How did the rule of Britain change between 410 and 1066? (Change and Continuity)</b>  <b>Session 4: How did Britain become a Christian country?</b> Know that the Anglo-Saxons converted to Christianity during the seventh century. Pope Gregory sent St. Augustine to Canterbury to convert the Anglo-Saxons in 597AD. St. Columba travelled to Iona in Scotland where he spread Celtic Christianity from 563AD. St. Aidan travelled to Lindisfarne from Iona to convert the Northumbrian people in 634AD. <i>Record details about the key people in the Christian conversion. Plot the main events of the Christian conversion onto a timeline. (Christendom, convert, missionary, pope, papacy)</i>  <b>Session 5: What changed after the Christian conversion?</b> Know that the Anglo-Saxons adopted Christian beliefs and that Christianity brought the skill of literacy to Britain. Monasteries were built across Britain, which became</p>	



foreigners and slaves were banned from voting. **Understand how an ancient Greek idea has had influence on our society today.**

*(government, democracy, citizen, legacy)*

**Session 7: Culture and Art in Ancient Greece - What was it and how did it affect the world?**

Know that The Ancient Greeks loved the theatre. They held sporting events often, the biggest being the Olympic Games, in honour of the god Zeus. The Greeks were excellent at pottery making, and their red and black pottery was very popular. They were excellent builders and built grand temples for their gods and sculptures of their brave heroes. **Understand how some ancient Greek ideas have influenced us today using artefacts (architecture, the Olympics)** *(culture, legacy)*

**Session 8: Science and Philosophy - What was it and how did it affect the world?**

Know that The Ancient Greeks were very advanced thinkers, who made big discoveries. They didn't use myths and stories to explain why things happened, they thought hard about how the world really worked. Greek philosophers tested their ideas by debating and discussing them. **Understand that many Greek ideas and discoveries are still relevant and useful to us today.** *(philosophy, university, medicine, debating)*

**Session 9: Who was Alexander the Great and why was he was important?**

Know that Alexander the Great was a famous ruler of Ancient Greece who took the throne at the age of 20. His empire was called Macedonia. He conquered all city-states. **Historical interpretations – discussing the reasons why Alexander the Great was so important** *(interpretations, ruler, states)*

**SESSION 10: ASSESSMENT - WHAT POWERFUL IDEAS ARE THE LEGACY OF ANCIENT GREECE?**

schools of learning. **Understand and describe how life in Anglo-Saxon Britain changed as people became Christian. Compare life in Anglo-Saxon Britain before and after the Christian conversion.** *(pagan, monastery, monk, literacy)*

**Session 6: How did the Anglo-Saxons govern?** Know that early Anglo-Saxon society was formed of family groups who lived in small villages. In the fifth and sixth centuries, the most powerful leaders of these family tribes became kings. Seven kingdoms developed in Anglo-Saxon Britain, but their borders changed throughout the period. **Describe how the governance of society in Anglo-Saxon Britain changed over time.** *(society, status, governance, hierarchy, elite)*

**Session 7: How did the Viking invasion change Britain?** Know that the Vikings attacked Britain in 793AD at Lindisfarne and that they aimed to conquer Britain in 866AD with the Great Heathen Army. King Alfred of Wessex agreed a treaty with the Viking King Guthrum to share territory in Britain. **Understand the significance of the Lindisfarne raid** *(invade, conquer, treaty, territory, significant)*

**Session 8: How did the rule of Britain change before 1066AD?** Know that King Æthelstan became the first king of England and that he banished the Vikings from England. King Canute, a Viking, re-invaded Britain. Edward the Confessor's death led to different claims to the English throne. **Understand how power over Britain changed before 1066AD. Put the key events on a timeline.**

**Session 9: Who was King Alfred the Great?** Know that one of the most famous Anglo-Saxon kings was **Alfred**, one of the only kings in British history to be called 'Great'. He fought the Vikings and then made peace so that English and Vikings settled down to live together. He encouraged people to learn and he tried to govern fairly. He had books translated from Latin into English, so people could read them. He also told monks to begin writing the Anglo-Saxon Chronicle. **Understand how power over Britain changed before 1066AD. Describe the significance of the Alfred the Great.**

**SESSION 10: ASSESSMENT - WHAT ARE THE DIFFERENCES BETWEEN THE ANGLO-SAXONS AND VIKINGS?**



Year 5

Autumn Term	Spring Term	Summer Term
<p><b>The Roman Empire and Roman Britain</b> <i>British History (peace, conflict and security)</i></p>		<p><b>Ancient Civilisations (Early Islamic)</b> <i>World History (power and justice)</i></p>
<p><b>Enquiry 1: How did the Roman Empire change over time? (Change and Continuity)</b>  <b>Session 1 – What was the Roman Empire?</b> Know that the Roman Empire started as a small town in Rome, Italy. By 177AD, it covered parts of Europe, Africa and western Asia. Romans spread their culture (way of living) to all parts of the empire. The Roman Empire became the largest empire of the ancient world. <b>Discuss significance of Rome's location. Understand how Rome changed over time (from a small town to a large empire) (empire, emperor, country, territory)</b>  <b>Session 2 – How did the Romans conquer other countries?</b> Know that the Roman army was one of the best fighting forces of the ancient world. One reason Rome became so powerful was because of the strength of its army. It conquered a vast empire. The soldiers were the best trained, they had the best weapons and the best armour. <i>(conquer, invasion, military, citizen)</i>  <b>Session 3 – Where did the Romans rule?</b> Know that the state of Rome grew in power, and over time conquered and ruled other countries. As the Romans grew stronger, the Celts' power grew weaker. By the year 177 BC, the Roman Empire ruled over parts of Europe, Africa and western Asia. <b>Cause and Consequence – explore the changes to land control in Europe (border, governance, expansion)</b>  <b>Session 4 – How did governance change over time?</b> Know that in the early days, Rome was ruled by kings. In 509 BC, Rome became a republic. As the Roman Republic grew more powerful, so did its army. The Republic ended when Julius Caesar took over and made himself a dictator. In 27BC, Caesar Augustus became the first Roman emperor to rule over the Roman Empire. <b>Understand the changes to governance over time.</b>  <b>Session 5: When did the Romans invade Britain? (chronology)</b>            Know that Ancient Egypt and Ancient Greece were before Roman Britain. Roman Britain came after the Stone Age, Bronze Age and Iron Age. The Romans invaded Britain in AD42. The Romans were settlers and they wanted to stay in Britain. <b>Place Roman era on a timeline (along with prior learnt periods of time)</b></p>		<p><b>Enquiry 1 – Where, when and how did the early Islamic civilisation begin? (Chronology, continuity and change)</b>  <b>Session 1: How was Islam established?</b> Know that the early Islamic period started in around AD600 and that the early Islamic civilisation was made up of areas in the world that practised Islam. It spread from the Middle East to North Africa, Spain and India. In Mecca in AD610 a man called Muhammad began to experience what he believed were messages from God. Those who believed in these messages became known as Muslims. <i>(period, established, Islamic, Islam, Muslim)</i>  <b>Enquiry 2 - Why was Baghdad an important place circa 900 CE?</b>  <b>Session 2 – What was Baghdad like in AD900?</b> Know that many people lived a nomadic lifestyle. This meant they lived in tents and could move around. This suited their lifestyle of herding animals. As more cities were built, more people began to settle down and stay in one place. <i>(compare to Stone Age / Iron Age)</i>            The city was built in a circular shape surrounded by walls and was the largest in the world at its time. Historians know about Baghdad due to surviving written descriptions. <b>Sources and evidence: Discuss how an illustration of Jorvik (York) in the year 900 compares to Baghdad. Match up the features of Baghdad with why they were developed. Describe what the city of Baghdad was like in the year 900 CE.</b>  <b>Session 3: What were the buildings like in Baghdad and how do they compare to other civilisations? Continuity and change</b>            Know that many buildings had patterns on them made with tiles. Others had handwriting called calligraphy on them with words from the holy book, the Qur'an. Mosques had minarets which are thin towers with balconies. Doors and windows were often designed as arches. <b>Describe similarities and differences - compare buildings with all other historical eras taught (Qu'ran, calligraphy, minarets)</b>  <b>Session 4: Why was the Early Islamic Civilisation so successful? (legacy)</b> Know that the Golden Age of Islam saw an explosion of ideas, inventions and learning with the House of Wisdom being the centre of learning. The Islamic astronomers improved the astrolabe. We use the Hindu Arabic number system (0,1,2,3 etc). Ibn al-Haytham was a scientist who studied how the human</p>



**Enquiry 2: (Change and Continuity & Cause and Consequence) How did the Romans Change Britain?**

**Session 6 – Why did the Romans want to invade Britain?** Know that the Romans wanted Britain's precious metals gold, tin and iron – and its cattle. A number of Roman emperors wanted the glory of conquering Britain and adding it to the empire. Some say that the Romans wanted revenge because the Britons had helped Gaul (France) fight against them. *Historical interpretations – discussing the reasons why Rome wanted to invade. (invasion, invade, invader)*

**Session 7 – How did the Britons respond to the Romans?** Know that when the Romans invaded, some Celtic tribes made peace with them and if they obeyed Roman laws and paid taxes they were allowed to keep their land. The Caledonians (Scotland), banded together as 'the Picts' and were too strong for the Romans to defeat. The Romans left Britain in 410AD. *Use sources to interpret a historical event. Use evidence to discuss causes and consequences (Hadrian's Wall) (tribes, religion, border, conflict, secondary source)*

**Session 8 – Who is Boudicca?** Learn that historians know about one rebellion, led by Boudicca, leader of the Iceni tribe. We know about it through secondary sources. Boudicca led her army against the Romans in AD60. She is remembered as a strong leader and ferocious warrior. She fought in a famous battle called the **Battle of Watling Street**. The Roman army won the battle against Boudicca and her army. They ruled Britain for the next 350 years. *Use sources to interpret a historical event. (rebellion, sources, tribe, warrior)*

**Session 9: How did the Romans change Britain?** Know that Romans were pagans and believed in many gods but Christianity spread across the Roman Empire and therefore replaced the Roman religion. Know that education did not exist in Britain before the Romans. The Romans were the first to introduce the idea of schools. Celts were unable to read or write so the Romans introduced Latin. Many words in the English language originated from the Roman language. Before the arrival of the Romans, people did not travel around Britain - Romans introduced roads so they army could travel quickly. *Understand that historians use artefacts and evidence to build up a picture of what life was like in the past. Know that we can use artefacts to compare what life was like during a period of time with what life is like now. Describe how some of the changes that happened during Roman Britain can still be seen today. (society, artefact, evidence, historians, legacy)*

**Session 10: ASSESSMENT: HOW DID THE ROMAN EMPIRE CHANGE OVER TIME AND WHAT IMPACT DID IT HAVE ON BRITAIN?**

eye worked and invented specialist eye camera. Hospitals in the early Islamic civilisation were some of the first in the world. They invented new medicines. *Link causes with their consequence. Match up the technologies and discoveries with the reasons which made them necessary or useful. (legacy, House of Wisdom, cause, consequence)*

**Session 5: What were the most important achievements across different historical eras?** Using the achievements of the previous eras taught, children to decide which are the most important that help us today (Ancient Egyptians, Romans, Ancient Greeks, Early Islamic Civilisation)

**Session 6: What was the food like in the early Islamic civilisation and how did it compare to other civilisations?** Know that farming was important for growing food in the early Islamic civilisation. Baghdad was surrounded by fertile farmland which meant lots of crops could be grown (*compare to other historical eras taught*). People's diets included dates, honey, fish, milk and meat for richer people. Certain foods like pork and drinking alcohol weren't allowed (*compare to modern day*)

**Session 7: How did goods and ideas move around the Early Islamic Civilisation?** Know that Maharaja Ranjit Singh changed laws and policies which made it easier to trade. The Silk Road was a network of multiple routes which connected various settlements to trade and share goods. The trade routes allowed Islam to become more important and spread further. *Recognise the significance of the Silk Road in the Early Islamic Civilisation. Make comparisons between different civilisations (trade, civilisations, significance)*

**Session 8: What did they wear during the Early Islamic civilisation, and do they wear the same today?** Know that it was traditional to dress modestly and cover the body. Know clothes worn by men / women and rich / poor. *Similarity and difference between clothing - between groups in the past. Continuity and change between clothing – then and now. (similarity, difference, continuity, change, thawb, damask)*

**Session 9: How did life in the Golden Age of Baghdad compare to life in the Dark Age of Anglo-Saxon England?** Know that the Anglo-Saxons lived at the same time as the Early Islamic Civilisation but that the Early Islamic Civilisation was far more advanced than Anglo-Saxon England. *Discuss similarities and differences between the Golden Age and the Dark Age. Place both on a timeline as well as other historical eras taught previously – chronology (advancements, concurrent)*

**SESSION 10: ASSESSMENT – WHY WAS THE EARLY ISLAMIC CIVILISATION SO SPECIAL?**



Year 6

Autumn Term	Spring Term	Summer Term
	<p align="center"><b>Battle Of Britain and Local History</b>  <i>British History (peace, conflict and security)</i>  <i>(community and identity)</i></p>	<p align="center"><b>Crime And Punishment</b></p>
	<p><b>Enquiry 1: When was the turning point of the Second World War?</b>  <b>Session 1: What were the key events leading up to World War 2?</b> Know that The Treaty of Versailles was a peace document signed by allies after World War 1 to stop Germany expanding and becoming stronger. Neville Chamberlain (Prime Minister) created a Policy of Appeasement to avoid war in Britain. Germany invaded Poland which was against appeasement. World War 2 began in September 1939. The Anschluss (the annexation of Austria) is a German word meaning 'union'. This allowed Germany and Austria to join forces and become stronger under the leadership of Adolf Hitler.  <i>Understand the causes and consequence of key events. Place significant events chronologically leading up to World War 2. Use sources of evidence to discuss key events. (appeasement, union)</i></p> <p><b>Session 2: Who was Winston Churchill and what impact did he have on the Battle of Britain?</b> Know that Winston Churchill was Britain's Prime Minister during the Battle of Britain 1940. He was a master at both writing and delivering speeches. The speech provided national spirit and helped with victory. A month before the Battle of Britain, he gave one of his most famous speeches to The Houses of Parliament called the 'Finest Hour' speech. After the Battle of Britain, he gave a speech called 'The Few' to commemorate the victory. <i>Use sources and evidence to form a judgement about Winston Churchill. Understand how significant Winston Churchill was for the Battle of Britain (parliament, political)</i></p> <p><b>Session 3 and 4:</b>  <b>What was the Battle of Britain and what happened?</b> Know that Germany took over many European countries, including France before a planned attack on Britain. Hitler wanted Britain to surrender and wanted them to agree to an armistice to stop fighting. The Battle of Britain is the name commonly given to the effort by the Luftwaffe (German Air Force) to gain air superiority over the Royal Air Force (English Air Force). This was a planned sea and airborne invasion of Britain during the Second World War. 31<sup>st</sup> October 1940, is generally considered to be the end of the Battle of Britain, after the RAF caused considerable damage to the Luftwaffe. <i>Use sources (maps) to locate places Germany defeated before the Battle of Britain. Use sources to understand a significant event. (Battle of Britain, invasion, turning point, Luftwaffe, Royal Air Force, military)</i></p> <p><b>Session 5: What was the turning point in the Battle of Britain?</b> Know that the use of radar from ground teams gave pilots enough warning of the German attacks. The German decision to change from bombing air bases to cities gave the RAF time to recover. Production of planes had increased by</p>	<p><b>Session 1: Where do previously taught historical era fit on a timeline and what were their crime and punishments?</b> <i>Use BC and AD correctly. Place previous taught historical era on a timeline (chronological understanding). Use sources of evidence (historical pics) to place different crime and punishments to the correct era. (chronological understanding, concurrent, crime, punishment)</i></p> <p><b>Session 2: What were the Roman crimes and punishments and how do they compare to modern day?</b> Know that Romans had harsh punishments like execution, slavery, or exile. Crucifixion was the harshest punishment. Romans did not have policemen so civilians had to catch criminals. They had laws like the "Twelve Tables." Romans believed innocent until proven guilty and that if the punishments were harsh enough, it would deter people from committing crimes. Being thrown into the river in a sack full of snakes was the punishment for patricide (killing your father). <i>Use sources of evidence to explore Roman crime and punishment. Continuity and change – compare Roman crime and punishment to today. Cause and sequence of crime and punishment. (crime, punishment, exile, corruption, magistrate)</i></p> <p><b>Sessions 3 &amp; 4: How did the Anglo Saxon and Viking Crime and Punishment compare with the Romans?</b> Know that punishments were harsh and are obviously now considered extremely cruel. The Anglo-Saxons believed that their form of law and justice sought to resolve conflict, keep the peace and enforce Christian morals. Guilty until proven innocent. The main punishment for crimes was to pay a wergild (compensation) to the victim's family. If you were innocent, you had to find oath helpers to prove your innocence. If you didn't have enough oath helpers, you did a trial by ordeal (where they believed God decided your fate). <i>Use sources of evidence to explore Roman crime and punishment. Discuss similarities and differences between Roman and Anglo-Saxon/Viking times). Answer question: Would you prefer to live in the Roman or Anglo Saxon and Viking times? (similarities, difference, analyse, justice, conflict)</i></p> <p><b>Session 5: What were the crimes and punishments like in the Early Modern Period?</b> (1603-1800s) Know that after Henry VIII shut down the monasteries in the Tudor times (1485-1603), there was a large amount of poverty in Britain. This led to many new</p>



250% by recycling old planes and using metal from pots and pans. British planes were able to shoot down lots of planes at once as the Germans flew in close formation. Britain was able to get pilots from across the empire and eastern Europe which kept our numbers high. The Germans had limited fuel which meant if they got attacked early, they did not have time to bomb far in land. **Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Ask historically valid questions and come up with their own answers**

**Session 6: What was the turning point in the Battle of Britain?** Using knowledge from last week, children to decide which **significant events** were the most important for the victory of the Battle of Britain and give reasons for their answers (Diamond 9 activity and **reasons to justify** their opinions **Change-** How Britain had to change their strategies to defeat the Germans

**Session 7: How do the different sources help us learn about the Battle of Britain?** **Examine a range of sources of historical evidence relating to the Battle of Britain, evaluating their usefulness and reliability. Place the sources in rank order of reliability, making a judgment about them as sources of accurate historical information. (propaganda, transcripts, archives, evidence, reliability, evaluation)**

**Session 8: Why was the Battle of Britain important and why is it still important today?** Know that it marked a turning point for Britain's fight against Hitler in World War 2 – it showed Hitler that Britain would not be defeated easily. It was one of Britain's most important victories of the Second World War because it showed Nazi Germany could be defeated. It prevented Operation Sea Lion from taking place

**Session 9: Is there any evidence in our local area?** Know that there are playing fields with dedicatory plaque mounted onto a boulder which was taken from the nearby Adel Moors. The playing fields are dedicated to all who served in WW1 (1914 – 1918) and WW2 (1939 – 1945). There is a plaque at Adel St John's Baptist Church which remembers soldiers from The Great Wars. There is a plaque at Headingley golf club which remembers soldiers from The Great Wars. There is a WW2 bunker in Adel Woods. It was built for Leeds Permanent Building society during WW2 due to the vulnerability of buildings to air raids. It stored important documents and deeds, along with documents for Leeds City Council.

**SESSION 10: ASSESSMENT: WAS THE BATTLE OF BRITAIN A SIGNIFICANT TURNING POINT IN BRITISH HISTORY?**

crimes and punishments and they continued into the Early Modern Period. Smuggling was a common crime because of the government taxes. Highway men were common because people carried their wealth around with them. Poaching was a common crime amongst poor people. **Cause (poverty) and consequence (smuggling/Highwaymen/poaching). Significance and interpretation. (poverty, monasteries, interpretation)**

**Session 6: What does photographic evidence tell us about Victorian crime and punishment?** Know that in the Victorian period (1837-1901) it was innocent until proven guilty. The police force (Bobbies or Peelers) was invented by Robert Peel. Old shaming punishments like the ducking stool grew out of fashion so from 1868, hangings took place privately in prison. Prisons were now the most common punishment. They were harsh places where prisoners were forced into hard labour. **Significance and interpretation. Using sources as evidence. Continuity and change: Based on the evidence viewed, compare the Victorian punishments to another period of choice.**

**Session 7: How does our criminal justice system work? (British Values) (continuity and change)** Know that our criminal justice system is designed to maintain public order and ensure that those who commit crimes are held accountable under the law. It is based on principles of fairness, justice, and the rule of law and operates through: police investigation, trial and punishment. If a case goes to trial, it is heard in a magistrates' court for a less serious crime or a Crown Court for a more serious crime. If a defendant is found guilty after the verdict, the court decides on an appropriate punishment. The penalties can range from fines to imprisonment depending on the crime. *(justice, magistrate, defendant, verdict, trial)*

**SESSIONS 8 & 9: ASSESSMENT: ARE MODERN DAY PUNISHMENTS TOO HARSH AND HOW DO THEY COMPARE TO EARLIER PUNISHMENTS?** Written and oral presentations. **Using sources as evidence. Cause and effect. Significance and interpretation**