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| **Ackton Pastures Primary Academy**  **History Progression Grid** | | | |
| The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, over a two year cycle, along with the specific vocabulary which supports this understanding. | | | |
| **Historical Enquiry** | | | |
| **Skills** | **At Key Stage One:**  **E1**: Identify different ways in which the past is represented  **E2**: Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”  **E3**: Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer. | **At Lower Key Stage Two:**  **E1:** Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.  **E2:** Ask questions and find answers about the past. | **At Upper Key Stage Two:**  **E1:** Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.  **E2:** Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.  **E3:** Investigate own lines of enquiry by posing questions to answer. |
| **Organisation and Communication** | | | |
| **Skills** | **At Key Stage One:**  **O1**: Sort events or objects into groups (i.e. then and now.)  **O2:** Use timelines to order events or objects.  **O3:** Tell stories about the past.  **O4:** Talk, write and draw about things from the past. | **At Lower Key Stage Two:**  **O1:** Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. | **At Upper Key Stage Two:**  **O1:** Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.  **O2:** Plan and present a self-directed project or research about the studied period. |
| **Historical Interpretation** | | | |
| **Skills** | **At Key Stage One:**  **I1**: Look at books, videos, photographs, pictures and artefacts to find out about the past. | **At Lower Key Stage Two:**  **I1:** Explore the idea that there are different accounts of history. | **At Upper Key Stage Two:**  **I1:** Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.  **I2:** Give reasons why there may be different accounts of history.  **I3:** Evaluate evidence to choose the most reliable forms. |
| **Chronological Understanding** | | | |
| **Skills** | **At Key Stage One:**  **C1**: Understand the difference between things that happened in the past and the present.  **C2:** Describe things that happened to themselves and other people in the past.  **C3:** Order a set of events or objects  **C4:** Use a timeline to place important events.  **C5:** Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/ carers were young. | **At Lower Key Stage Two:**  **C1:** Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)  **C2:** Use a timeline to place historical events in chronological order.  **C3:** Describe dates of and order significant events from the period studied. | **At Upper Key Stage Two:**  **C1:** Secure understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)  **C2:** Order significant events, movements and dates on a timeline.  **C3:** Describe the main changes in a period in history. |
| **Knowledge and Understanding of events, people and changes in the past** | | | |
| **Skills** | **At Key Stage One:**  **U1**: Recall some facts about people/events before living memory  **U2:** Say why people may have acted the way they did. | **At Lower Key Stage Two:**  **U1:** Use evidence to describe the culture and leisure activities from the past.  **U2:** Use evidence to describe the clothes, way of life and actions of people in the past.  **U3:** Use evidence to describe buildings and their uses of people from the past | **At Upper Key Stage Two:**  **U1:** Choose reliable sources of information to find out about the past.  **U2:** Give own reasons why changes may have occurred, backed up by evidence.  **U3:** Describe similarities and differences between some people, events and artefacts studied  **U4:** Describe how historical events studied affect/influence life today.  **U5:** Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) |

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| **Overarching ‘Tier 2’ Historical Vocabulary** | | | |
| **Skills** | **At Key Stage One:**  evidence  source  chronological order  BC (Before Christ)  AD (Anno Domini)  Monarch  Decade  Century  Museum  Fact/opinion  Research  Experts  Significant  Recent  Lifetime  Kingdom  Empire  Artefacts  Eye-witness | **At Lower Key Stage Two:**  ALL WORDS AT KS1 and:  primary source/evidence  secondary source/evidence  replica  Reliable  Evaluate  Cause  Consequence/effects/impact  BCE (Before Common Era)  ACE (After Common Era)  Pre-history  Chronology  Interpret  Enquire/enquiry  Archaelogy/archaeologist  Era/period  Civilisation  Society  Ancient  Invasion/invader  Settlement/settler | **At Upper Key Stage Two:**  ALL WORDS AT KS1, LKS2 and:  Continuity  Ambiguous  Biased  Resistance  Withdrawal  Legacy  Influence |

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| **Cycle One – Autumn Term** | | | | | | |
|  | **Key Stage One** | | **Lower Key Stage Two** | | **Upper Key Stage Two** | |
|  | **Royalty – A study of Queen Elizabeth II and Queen Victoria and their impact (Significant people)** | | **The Tudors (Study of Britain that extends beyond 1066)** | | **The Shang Dynasty (Early Civilisations) – Compare to Ancient Egypt** | |
| **Chronological Knowledge** | 1090 Skipton Castle built  b. 24 May 1819, d. 22 Jan 1901: Queen Victoria’s life  1837 Became Queen  1840 Married Prince Albert  1952 Queen Elizabeth II | | 1455-1485 The War of the Roses took place between the houses  of York and Lancaster  22 August 1485 Henry Tudor won the Battle of Bosworth Field,  which ends the War of the Roses. He also declares himself king  from this date  24 June 1509 Henry VIII was crowned king  28 January 1547 Henry VIII died  15 January 1559 Elizabeth I was crowned queen  24 March 1603 Elizabeth I died  29 July 1567 Elizabeth’s cousin, James VI of Scotland, was  crowned king – he is also known as James I of England; this  ended the Tudor family line, as James belonged to the House of  Stuart | | 1600 BC The Shang dynasty is founded when Cheng Tang overthrows the Xia dynasty. He has the support of 40 other kingdoms.  1400-1200 BC The earliest found examples of Chinese writing are dated to this period.  1250 BC King Wu Ding begins his reign.  1200 BC Fu Hao, one of the wives of King Wu Ding, dies. Her tomb is the only intact Shang tomb that has been found to date.  1075 BC The last Shang king, Di Xin, begins his reign.  1046 BC Slaves revolt in protest against cruel treatment and increasing taxes. The Shang dynasty is overthrown and  replaced by the Zhou dynasty | |
| **Wider Knowledge** | **Focus One: Royal Family**   * What is the current Royal Family tree? * What is the Queen’s job? * Castles – What are the features and purposes of castles? * (County link: Skipton Castle)   **Focus Two: Queen Victoria and her reign**   * What was the Victorian era ? * Who was Queen Victoria married to? * What did the Victorians do for us? | | * What can we learn about the Tudors through what has been left behind? * What happened at The Battle of Bosworth Field? * What was Henry VIII like? (Focus on actions taken as a * king, how he managed his people, lasting impact on Britain) * What do we know about Henry VIII’s wives? * What was life like for ordinary Tudor men, women and * children? (Investigate one or more aspects such as * clothes, medicine or crime and punishment). | | * When and where did the Shang dynasty exist? * How does this time period fit into world history chronology? * . What was life like in the Shang dynasty? * What was the social hierarchy of the Shang dynasty and what life was like for different people? * What were some of the religious beliefs and practices of the people from the Shang dynasty? * What can different artefacts from the Shang dynasty and teach us about life in the Shang dynasty? * Who was Fu Hao and why the discovery of her tomb was significant.? | |
| **Topic Vocabulary** | Tier 2 Vocabulary  chronological order  BC (Before Christ)  Monarch  Decade  Century  Significant  Recent  Lifetime  Kingdom  Empire | Tier 3 Vocabulary  Royal  banquet  Windsor Castle  family crest  Queen Victoria  Victorian  motte  bailey  dungeon  portcullis  reign | Tier 2 Vocabulary  evidence  source  chronological order  AD (Anno Domini)  Monarch  Fact/opinion  Research  Significant  primary source/evidence  secondary source/evidence  Reliable  Cause  Consequence  Pre-history  Chronology  Interpret  Enquire/enquiry  Era/period  Society | Tier 3 Vocabulary  Henry VII  Henry VIII  Tudor rose  heir  peasant  Wars of the Roses | Tier 2 Vocabulary  primary source/evidence  secondary source/evidence  Consequence/effects/impact  BCE (Before Common Era)  Chronology  Interpret  Enquire/enquiry  Archaelogy/archaeologist  Era/period  Civilisation  Society  Ancient  Influence  artefacts | Tier 3 Vocabulary  Fu Hao  oracle bones  jade  Cheng Tang  hierarchy  Shang Di  divination  dynasty |

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| **Cycle One – Spring Term** | | | | | | |
|  | **Key Stage One** | | **Lower Key Stage Two** | | **Upper Key Stage Two** | |
|  | **Castleford through Time (Significant events in own locality)** | | **Mayans (Non-European society) – Compare to Britain** | | **The Achievements of Ancient Greece** | |
| **Chronological Knowledge** | 1804 Reverend Theophilus Barnes, after whom Barnes Road is named, established Castlefords first school.  1808 - CASTLEFORD BRIDGE  1840 First railway station  1895 The Queen’s Park opened  1906 First trams  May 10th 1941 Bruce Smeaton crashed his plane in Castleford | | **750 BC** The first Maya cities developed  **50 BC** First inscription in Mayan hieroglyphs  **800-900 AD** Building of stepped pyramid of Chichen-Itza  **822 AD** City of Copan deserted  **869 AD** City of Tikal abandoned  **909 AD** Last recorded inscription of classic Maya | | 76 BC The first Olympic games were held in Olympia  31 BC The Romans took control of the Ptolemaic Kingdom in the  Battle of Actuim, which Alexander the Great had set up in 322 BC  – the capital was Alexandria in Egypt; it marked the end of what  had been a large Greek society, and it also marked the beginning  of the Roman Empire  700-480BC – Ancient Greek Empire | |
| **Wider Knowledge** | [Castleford - My Home Town - The History Of Castleford](http://www.castleford.org/history/history.html)   * Explore the history of Castleford (first school, opening of railway, trams, changing town centre etc.) * Bruce Smeaton | | * Where and when did the Maya live? * What was Mayan society like? How was it different for the rich and the poor? * How does the Mayan civilization compare to Britain at the same time? * How do we know about the Maya? * What caused the Mayan civilization to fall? | | **Focus 1:** **How can we find out about the civilisation of Ancient Greece?**   * Who were the Ancient Greeks? * What do artefacts and archaeological sites tell us about what life was like in Ancient Greece?   **Focus 2: Can we thank the Ancient Greeks for anything in our lives today?**   * What are the similarities between our school and schools in Ancient Greece? * What can we learn from our language about Ancient Greece? * How were the Ancient Greeks governed and are there any similarities with how we are governed today? * How have the Olympic Games changed since they were first held in Ancient Greece? | |
| **Topic Vocabulary** | Tier 2 Vocabulary  evidence  source  chronological order  AD (Anno Domini)  Decade  Century  Museum  Significant  Recent  Artefacts | Tier 3 Vocabulary | Tier 2 Vocabulary  civilization  Cause  Consequence/effects/impact  BCE (Before Common Era)  ACE (After Common Era)  Archaelogy/archaeologist  Era/period  primary source/evidence  secondary source/evidence | Tier 3 Vocabulary  cacao  cenote  codex  Ahau  Stela | Tier 2 Vocabulary  primary source/evidence  secondary source/evidence  BCE (Before Common Era)  Chronology  Interpret  Enquire/enquiry  Archaelogy/archaeologist  Era/period  Civilisation  Society  Ancient  legacy | Tier 3 Vocabulary  City-state  Marathon  Olympics  Citizen  Athens  Sparta |

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| **Cycle One – Summer Term** | | | | | | |
|  | **Key Stage One** | | **Lower Key Stage Two** | | **Upper Key Stage Two** | |
|  | **The Great Fire of London (Significant Events)** | | **Stone Age to Iron Age** | | **World War II (Study of Britain that extends beyond 1066)** | |
| **Chronological Knowledge** | 2September 1666 A fire broke out in a bakery on Pudding Lane  in London a little after midnight, and eventually spread across  most of the city  6 September 1666 The very last fire was extinguished early in the  morning by a crew led by Samuel Pepys  27 October 1666 Robert Hubert was hanged at Tyburn for  starting the fire – he confessed that he did this, but it later turned  out that he was innocent and that the fire was an accident  accident  1677 The monument to the Great Fire of London was finished | | 3,000 BC New Stone Age begins: farming people arrive from  Europe. First stone circles erected.  2,100 BC Bronze Age begins  2,000 BC Stonehenge completed  750 BC Iron Age began. Iron replaces bronze as most useful metal | | **01/09/1939:** Germany invades [Poland](https://www.ducksters.com/geography/country/poland_history_timeline.php). World War II begins. **03/09/1939:** France and Great Britain declare war on Germany. **10-22/06/1940:** Germany uses quick strikes called blitzkrieg, meaning lightning war, to take over much of western Europe including the Netherlands, Belgium, and northern France. **30/05/1940:** Winston Churchill becomes leader of the British government. **10/07/1940:** Germany launches an air attack on Great Britain. These attacks last until the end of October and are known as the Battle of Britain. They are unsuccessful **06/06/1944:** D-day and the Normandy invasion. Allied forces invade France and push back the Germans. **07/05/1945:** Germany surrenders to the Allies.. | |
| **Wider Knowledge** | Hook: Arrange a fire drill and/or a visit from the fire brigade to excite and engage children in finding out more about how we fight fires today compared with how fires were fought in 17th century.  • How did the fire start and spread across London?  • How did people react during the fire?  • How do we know about The Great Fire of London?  • How was London rebuilt? | | **Focus One**:  What was the Stone Age?   * What is Skara Brae? * Late Neolithic hunter-gatherers * Early farmers   **Focus Two:**   * What was the Bronze Age?   • Religion  • Technology  • Stonehenge  **Focus Three:**   * What was the Iron Age? * Hill forts * Farming * Art and culture   What changes/development between each age? | | **Focus One: Causes of the War**   * Why did World War II begin?   **Focus Two: Life In Britain during the War**   * How did the war affect life in Britain?   **Focus Four: Battle of Britain**   * What was the Battle of Britain? | |
| **Topic Vocabulary** | Tier 2 Vocabulary  evidence  source  chronological order  AD (Anno Domini)  Monarch  Significant  Eye-witness | Tier 3 Vocabulary  London  fire brigade  Pudding Lane  Samuel Pepys  Lord Mayor  River Thames  Stuart  King Charles II  fire chain | Tier 2 Vocabulary  Significant  Artefacts  primary source/evidence  BC (Before Christ)  BCE (Before Common Era)  Pre-history  Chronology  Interpret  Archaelogy/archaeologist  Era/period  Society  Ancient  Settlement/settler | Tier 3 Vocabulary  hunter-gatherer  Nomad  Skara Brae  Stone Age  Bronze Age  Iron Age  Roundhouse  Hillfort  Smelting  Druid | Tier 2 Vocabulary  Resistance  Withdrawal  primary source/evidence  secondary source/evidence  Eye-witness  Cause  Consequence/effects/impact  Chronology  Society  Invasion | Tier 3 Vocabulary  Neville Chamberlain  Blitzkrieg  evacuee  Nazi  barrage balloon  Anderson shelter  Winston Churchill  air raid shelter  rationing  Adolf Hitler |

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| **Cycle Two – Autumn Term** | | | | | | |
|  | **Key Stage One** | | **Lower Key Stage Two** | | **Upper Key Stage Two** | |
|  | **The History of Transport (Changes within living memory and events beyond living memory)** | | **The Roman Empire and the Impact on Britain** | | **Anglo-Saxon and Scots Settlement** | |
| **Chronological Knowledge** | 3,500 BC The wheel is invented in Iraq  1825 The first passenger railway opens  1885 The car is invented  1900s Electric trams begin running in many towns  1903 First airplane flight - The Wright Brother  1961 Yuri Gagarin became the first human in space and the first  human to orbit the Earth.  1969 - The Apollo 11 spacecraft landed on the Moon and Neil  Armstrong became the first man to walk on the Moon | | 43 AD Romans invade and Britain becomes part of the Roman  Empire  61 AD Boudicca leads the Iceni in revolt against the Romans  70 AD Romans conquer Wales and the North  122 – 128 AD Emperor Hadrian builds a wall on the Scottish  Border  140 AD Romans conquer Scotland  401 – 410 AD The Romans withdraw from Britain: Anglo Saxons  migrants begin to Settle | | 350 Anglo-Saxons raid English settlements and are beaten back  by the Romans  410 Romans Leave England and England shores are unprotected  449 – 550 Arrival of Jutes from Jutland, Angles from South of  Denmark and Saxons from Germany.  450 Saxons, from Germany, settle in Kent.  556 Seven kingdoms are created across Britain  597 St Augustine brings Christianity to Britain from Rome and  becomes Archbishop of Canterbury  617 Northumbria becomes the Supreme Kingdom  779 Mercia becomes the Supreme Kingdom and King Offa builds  a Dyke along the Welsh Border | |
| **Wider Knowledge** | * What are the different modes of transport and can we place them on a timeline? * What were the early modes of transport? * How have cars changed since they were invented? * Who was George Stephenson? * How have people in history tried to fly * What is the history of space travel?   \* Transport visit should be planned in where possible – transport museum or trip on an steam train or canal boat. | | This unit is structured around three sequential history  enquiries:  **When did the Romans invade and why?**   * Why did they invade Britain? * How do we know about life in Roman Britain? (Castleford * and York)   **Did the native Britons welcome or resist them, and why?**   * Who was Boudicca and why do we remember her?   **How did they influence the culture of the people already here?**   * How did Celtic people live? * Why did the Romans settle in Castleford/York? | | * Who were the Anglo Saxon invaders? * Why did they want to settle in Britain? * What was it like in an Anglo Saxon village? * How was Anglo Saxon Britain ruled? * Why did the Anglo Saxons convert to Christianity? * What is the mystery of Sutton Hoo? | |
| **Topic Vocabulary** | Tier 2 Vocabulary  chronological order  BC (Before Christ)  AD (Anno Domini)  Decade  Century  Significant  Recent  Lifetime  Artefacts | Tier 3 Vocabulary  automobile  penny farthing  steam train  steam ship  hot air balloon  transport  tram  horse and carriage  George Stephenson  The Wright brothers  canal boat | Tier 2 Vocabulary  primary source/evidence  secondary source/evidence  Cause  Consequence/effects/impact  ACE (After Common Era)  Chronology  Archaelogy/archaeologist  Society  Invasion/invader  Settlement/settler  Empire | Tier 3 Vocabulary  Centurion  Emperor  Boudicca  invasion  Celts  tribe | Tier 2 Vocabulary  kingdom  primary source/evidence  secondary source/evidence  ACE (After Common Era)  Consequence/effects/impact  Chronology  Interpret  Archaelogy/archaeologist  Era/period  Invasion/invader  Settlement/settler  Legacy | Tier 3 Vocabulary  Angles  Saxons  Jutes  Paganism  Dark Ages |

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| **Cycle Two – Spring Term** | | | | | | |
|  | **Key Stage One** | | **Lower Key Stage Two** | | **Upper Key Stage Two** | |
|  | **The Titanic (Significant Events)** | | **Mining (Local study)** | | **Viking and Anglo-Saxon struggle** | |
| **Chronological Knowledge** | Jan 1912: Only 16 wooden lifeboats are fitted on-board the  Titanic.  10/04/1912: Passengers in Southampton, England, board the ship  and the Titanic begins her maiden voyage.  11/04/1912: After stopping in France, the Titanic picks up more  passengers in Queenstown, Ireland.  14/04/1912: Throughout the day seven iceberg warnings are  received.  14/04/1912: Lookout Frederick Fleet spots an iceberg dead  ahead. The iceberg strikes the Titanic on the right side of her bow.  Fourteen feet of water pour into the front part of the ship.  15/04/1912: The Titanic Sinks | | **1815:** Davy Safety Lamp  **1825:** Railways such as the Stockton and Darlington railway, began to open so that coal could be transported in bigger quantities.  **1842:** Coal Mines Act prohibits all women and girls, and boys under 10, from underground work ***(link back to prior KS1 learning about Queen Victoria)***  **1842**: First electric coal cutting machine is introduced at a colliery in Yorkshire.  **1868**: Wheldale Colliery was opened.  **1869**:Merefield Colliery was established. Merefield later became the Glasshoughton Colliery.  **1870’s:** Fryston Colliery opened.  **1913:** Peak coal production at 287 million tons. | | 793 AD Vikings attack from Norway. They attack the monastery at  Lindisfarne in Northumbria.  871 AD Alfred the Great becomes king of Wessex.  886 AD King Alfred agrees a treaty. Alfred keep the west and the  Vikings the east which is later known as Danelaw.  900 AD The Vikings establish rule over Scotland.  1014 AD Cnut becomes king of the Danes and England  1042 AD Edward II returns from Normandy to become king of  England. He is better known as Edward the Confessor because of  his piety.  1066 AD The last Anglo Saxon King, Harold, is defeated by  William the Conqueror at the Battle of Hastings and Norman  Britain begins. | |
| **Wider Knowledge** | **Focus: What happened from the iceberg to sinking?** 12:00am: The captain is told the ship can only stay afloat for a couple of hours.  12:25am: The lifeboats begin loading women and children first. The Carpathia, southeast of the Titanic by about 58 miles, picks up the distress call.  12:45am: The first lifeboat is safely lowered away with only 28 of the 65 seats filled.  2:05am: The last lifeboat departs, leaving over 1,500 people on the sinking ship. The tilt of Titanic's deck grows ever steeper.  2:20am: The Titanic's broken-off stern settles back into the water, becoming more level for a few minutes. Slowly fills with water and tilts its end high into the air before sinking into the sea. People in the water slowly freeze to death. 8:50am: The Carpathia leaves the area bound for New York. She has on board 705 survivors of the Titanic disaster. | | **Focus One: Local History**   * What is the history of mining in Castleford and the wider local area? * **Focus Two: Children working in Victorian coal mines** * Why was coal so important during Victorian times? * What did children do in the coal mine? * What were the dangers of working in the coal mines? * What reforms were made in coal mines and what impact did they have? | | * What image do we have of the Vikings? * How and why did the Vikings invade Britain? * What was important to the Vikings? * What is the legacy of the Vikings? * How did the Viking rule end? | |
| **Topic Vocabulary** | Tier 2 Vocabulary  chronological order  AD (Anno Domini)  Decade  Century  Fact/opinion  Significant  Eye-witness | Tier 3 Vocabulary  iceberg  Atlantic  lifeboat  first/second/third class  lifeboat  survivors  Captain Edward J Smith  passengers  White Star Line  disaster | Tier 2 Vocabulary  primary source/evidence  secondary source/evidence  Reliable  Eye-witness  Consequence/effects/impact  ACE (After Common Era)  Chronology  Era/period | Tier 3 Vocabulary  coal face  mine shaft  trapper  collier  ripper  hurrier | Tier 2 Vocabulary  primary source/evidence  secondary source/evidence  Consequence/effects/impact  BCE (Before Common Era)  Chronology  Archaelogy/archaeologist  Era/period  Society  Invasion/invader  Settlement/settler  kingdom  Legacy | Tier 3 Vocabulary  Scandinavia  Longboat  Longhouse  Danelaw  Valhalla |

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| **Cycle Two – Summer Term** | | | | | | |
|  | **Key Stage One** | | **Lower Key Stage Two** | | **Upper Key Stage Two** | |
|  | **SU1 - Nurturing Nurses – The impact of Florence Nightingale, Edith Cavell and Mary Seacole (Significant Individuals)**  **SU2 – Civil Rights – A study of Rosa Parkes, Martin Luther King and Malala Yousafzai (Significant individuals and changes within living memory)** | | **Ancient Egypt (Early Civilisations)** | | **Baghdad 900AD (Non-European Society) – Compare to London and Maya 900AD)** | |
| **Chronological Knowledge** | Time line of events of studied individual | | c.3100BC – People began to settle in the area of Ancient Egypt.  c.2700BC – The first pyramid structure of ‘Saqqara’ was built for  Pharoah Djoser.  c.2250BC – The Great Pyramid of Giza was built.  332BC – Greek leader, Alexander, successfully conquered Egypt,  where he ruled until his death. | | **762 CE** Caliph Al-Mansur founds city of Baghdad  **764-768 CE** Construction of city of Baghdad  **786-809 CE** Fifth Abbasid Caliph, Harum al-Rashid, establishes the House of Wisdom and the Baghdad hospital  **1055 CE** Baghdad captured by Seljuk Turks  **1065 CE** Foundation of Al-Nizamiyya university in Baghdad  **1096 CE** Crusades begin  **1258 CE** Mongols sack Baghdad | |
| **Wider Knowledge** | Select different representations of the individual so children  develop their awareness of different sources of information.   * When did the individual live? – chronology * Why is this individual remembered? What were the most important events in his/her life? * What were some of the features of the society when she/he lived? * Compare and contrast individuals studied. | | * What were the characteristics of Egyptian society? - farming, writing, rulers, technology, buildings. * What did the Ancient Egyptians believe? How do we know? * How did Civilisation adapt to the needs of Egyptian life? | | * How different was Baghdad to London around 900AD? * What was in the House of Wisdom? * Who was Ibn Battuta and how did his Rihla help us? * Who was Al-Zahrawi and what could we learn from Muslim medicine? * What did early Islamic civilisation leave behind? * What caused the fall of Baghdad? | |
| **Topic Vocabulary** | Tier 2 Vocabulary  chronological order  AD (Anno Domini)  Century  Significant  Eye-witness | Tier 3 Vocabulary  Florence Nightingale  Edith Cavell  Mary Seacole  Crimean War  reform  discrimination  race | Tier 2 Vocabulary  primary source/evidence  secondary source/evidence  BCE (Before Common Era)  Pre-history  Chronology  Interpret  Archaelogy/archaeologist  Era/period  Civilisation  Society  Ancient  Artefacts | Tier 3 Vocabulary  Mummification  Shaduf  Pharaoh  canopic jar  Sarcophagus  Afterlife  Hieroglyphics | Tier 2 Vocabulary  primary source/evidence  secondary source/evidence  Cause  Consequence/effects/impact  ACE (After Common Era)  Chronology  Civilisation  Society  Invasion  Legacy | Tier 3 Vocabulary  Islamic Empire  Caliph  House of Wisdom  Mongols  Scholar  Islamic Golden Age |
| Tier 2 Vocabulary  chronological order  AD (Anno Domini)  Century  Significant  Lifetime  Eye-witness | Tier 3 Vocabulary  Rosa Parkes  Martin Luther King  Malala Yousafzai  civil rights  protest  equal  reform  race  gender |