

Year	Topic		NC objective	Range of depth of historical knowledge	Disciplinary knowledge	Vocabulary
3	The Stone Age (1)	How did Britain change during the Stone Age?	Changes in Britain from the Stone Age to the Iron Age	By the end of this unit of learning (prehistory – Palaeolithic, Mesolithic and Neolithic), children will know: - Know how farming tools changed from the Stone Age to the Neolithic Age - Know how life in villages changed from the Stone Age to the Neolithic Age (development from caves to river settlements) - Analyse evidence of Stone Age life in Britain today- Stonehenge, Skara Brae - Know the role of fire in their culture- pottery, trade, survival	Change & continuity Pupils use sentence stems to identify changes in farming tools actual artefacts or pictures of artefacts). These should compare the two and answer the questions: - What do they look like? - What are they made of? - Who might have used it? - What impact did the change have?	Nomadic, ancestors, hunter-gatherers, Stone Age, pre-history, farm, plough, wild, weave, pots, clay, settlement, cave, fire, hill fort, trade, bronze, iron, metal,
	The Stone Age (2)	How did Britain develop from the Stone Age to the Bronze and Iron Age?	Changes in Britain from the Stone Age to the Iron Age	By the end of this unit of learning (Stone Age to Bronze and Iron Age), children will: - Know that the Bronze Age still farmed but they were more efficient than the Neolithic Age - Know why people wanted to come to Britain to use bronze/iron (strength/ability to use it in different ways) - Understand what trade is and why it was important for their daily life - Know that the Iron Age moved to a hill fort for protection - Be able to say which time period gave Britain the most power	Pupils look at cave artwork and neolithic village life (using reconstruction). Sentence stems provided to answer these questions in order to compare them: - How did they get food? - What food did they eat? - Where did people live?	
	The Romans	What were the consequences of the Roman invasion of Britain?	The Roman Empire and its impact on Britain	By the end of this unit of learning, children will: - Know that before the Claudius’s invasion, Ancient Britain was a land of Celtic tribes with Celtic languages (the Iron Age were Celts) - Know why the Romans invaded Britain and the rest of the world (power and resources) - Know the resistance to Roman rule by Boudicca (what did she do and why) - Know the features of a Romans town in Britain and where these are evident today - Know about life on the frontier and Hadrian’s Wall	Consequence Pupils use sentence stems to look at an annotated plan of a Roman town and answer these questions: - What features did a Roman town in Britain have? - What features could you expect to still see in British towns? Pupils use sentence stems to analyse Boudicca statue: - What was the Celtic reaction to Roman rule? - How did the rebellion end?	Britannia, Empire, Emperor, conquer, Celts, invade, invasion, fort, ascend, capital city, revolt, aqueduct, forum, theatre, temple, Romanisation, war, power, Hadrian’s Wall
4	Anglo-Saxons and Vikings	How did the Anglo Saxons change Britain?	Britain’s settlement by Anglo-Saxons and Scots	By the end of this unit of learning, children will: - Know why the Roman withdrawal of Britain led to the Angles and Saxons migrating to Britain. - Know about life in a typical Anglo-Saxon village. - Know about the conversion to Christianity. - Know the significance of Alfred the Great and Athelstan in the Anglo-Saxon struggle with the Viking invasions and raids. - Know about Alfred the Great and Athelstan’s changes to laws, education, and buildings.	Change and continuity Pupils look at map of Anglo-Saxon kingdoms and compare with map from after unification of England, come up with own questions, and later answer: - What role did Alfred the Great have in fighting the Vikings? - What role did Athelstan have in unifying England? Pupils look at picture of typical Anglo-Saxon village, come up with own questions, and later annotate picture.	Warriors, occupied, migrate/migration, Legend, converted, Christianity, monasteries, monks, baptised, barbarian, plunder, battle, battlefield, heathen, raids, settlements, armies
	Anglo-Saxons and Vikings		The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor			
	The Mayan civilisation	Why did the Mayan Civilisation fall?	A non-European society that provides contrasts with British history	By the end of this unit of learning, children will: - Know about the Mayan Civilisation at its peak (the Classic period): buildings (pyramids), science and astronomy. - Know how Mayan cities were deserted and population moved from the south to the north. - Analyse the potential factors for its fall (800-1000AD): overpopulation, environmental degradation, warfare, shifting trade routes or famine.	Cause Pupils look at picture of Mayan pyramid, come up with own questions. Later answer (using sentence stems): - How were Mayans able to build the pyramids? - trade, technology	Monument, temple, jungle, pyramid, priest, warrior, kind, codices, house, calendar, astronomy

5	Nottingham- Lace Market	How did the textile industry change Nottingham?	A local history study	By the end of this unit of learning, children will: - Know about Nottingham before the Industrial revolution. - Know how the textile industry pulled people towards Nottingham. - Know the conditions in which textile workers worked. - Analyse the significance of the lace market in Nottingham.	Change and continuity Analyse speech before Luddite riots, and causes that stemmed from that Use population chart to show long term effect of textile industry on Nottingham’s economy & people	Factory, industry, machinery, labour, textile, lace, urban, rural, engine, mass production, economy, invention
	Nottingham- WW2	What effect did the Second World War have on Nottingham?	A local history study	By the end of this unit of learning, children will: - Know some of the events that led to the Second World War - Know the impact of the Blitz on Britain - Look at evacuation during the war and the life of evacuees. - Know how air raid shelters were used during the Second World War.	Change and continuity Use source from local people to analyse the effect of the Blitz on people in Nottingham	War, soldiers, evacuation, Blitz, air raid, bombings, citizens, conscription, allies, evacuee, air raid shelter, medal,
	Ancient Greece	What are the significant Ancient Greek achievements?	Ancient Greece	By the end of this unit of learning, children will: - Know how Athenian democracy was formed. - Know the significance of Ancient Greeks on Education (Plato, Aristotle) and Medicine (Hippocrates) - Know the role of theatre on Greek life. - Know the role of literature and Greek myths in their lives.	Historical significance Use The School of Athens to analyse significance of Socrates, Plato & Aristotle Look at Hippocratic Oath and use longevity to see its significance	Democracy, citizens, vote, assembly, allies, architecture, columns, scrolls, sculptures, spectator, playwrights, tragedy, comedy, satire, literature, philosophy, wisdom, philosophers
6	Ancient Egyptian	How do we know so much about Ancient Egypt?	The achievements of the earliest civilizations	By the end of this unit of learning, children will: - Know the story of Howard Carter’s discovery of Tutankhamun’s tomb. - Know how the Rosetta Stone allowed hieroglyphics to be understood. - Analyse how art tells of Ancient Egyptian beliefs. - Know how mummification informs us of their attitudes and beliefs around death.	Sources and Evidence Look at what Howard Carter’s discovery tells us about Egyptian death rituals Go deeper into this by looking closely at mummification Look at Egyptian art & hieroglyphics. Generate and answer own questions in paragraphs analysing what they inform us of.	Civilisation, tomb, archaeologists, remains, hieroglyphic, BC. Era, kingdom, crown, pharaoh, taxes, priests, scribes, fertile, pyramids, order, afterlife, embalming, mummification, preserve, Rosetta, translate, inscriptions
	Benin	How did Benin grow its empire?	A non-European society that provides contrasts with British history	By the end of this unit of learning, children will: - Know the story how Eweka became the first Oba - Understand the well-organised and sophisticated society of Benin, and how the Oba was the head of the royal family. - Analyse how Benin’s success came from a mixture of conquest and trade (ivory, pepper, and palm oil) - Know of Benin’s visible signs of wealth (famous bronzes, military fortifications, palaces, and city walls)	Sources and Evidence Benin bronzes- generate own questions, analyse the how the bronzes show the success of trade etc... Look at design of palace & use this as part of analysis of Benin’s societal structure	Kingdom, society, trade, military, royalty, conquest, fortifications, wealth, artefacts, empire, expansion, city state, dynasty, colonise
	Baghdad	How did Baghdad become the home of knowledge?	A non-European society that provides contrasts with British history	By the end of this unit of learning, children will: - Analyse how Ancient Greek texts were passed on - Know how Baghdad founded - Know the layout and structure of Baghdad - Analyse the role of Baghdad in developing education and ideas	Sources and Evidence Pupils will use a singular source (School of Athens) to help develop a nuanced idea of how Ancient Greek ideas passed through other cultures before the European Renaissance. Other written sources will support this. Pupils will use written sources to develop an idea of the foundational story of Baghdad. They will use these to support their analysis. Pupils will look at architecture from the period and written sources to create their own model of Baghdad. Pupil’s will develop the source work from previous lessons, and look at other accounts to analyse the importance of the House of Wisdom and general scholarship within Baghdad	Architect, philosophers, dirhams, astrologers, descendants, trade, conquest, empire, taxes, revenue, scholars, wisdom

