





Willoughby Primary School  
Learning for Life




<b>History whole school curriculum overview</b>			
<b>KS1/Class 1 Rolling Programme</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Cycle A 2024-25</b>	The Gun Powder Plot Florence Nightingale	The First World War Rosa Parks	Moon Landing Neil Armstrong Queen Elizabeth 11
<b>Cycle B 2025-26</b>	The Plague The Great Fire of London	Jethro Tull The Industrial Revolution	Steam Engines Queen Victoria
<b>KS2/Class 2 Rolling Programme</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Cycle A 2024-25</b>	Stone Age to Iron Age	The Maya	The Changing Role of Women
<b>Cycle B 2025-26</b>	Ancient Egypt	The Anglo-Saxons, Picts and Scots	The Second World War
<b>Cycle C 2026-27</b>	The Roman Empire	Civil War	Crime and Punishment
<b>Cycle D 2027-28</b>	Ancient Greece	The Vikings	The Battle of Bosworth and the Tudors

## Cycle A

### Stone Age to Iron Age

Threshold concepts: Main events, artefacts, settlements, society, conflict, food & farming and travel

Substantive Knowledge	Remembering →	Knowing →	Reasoning →
 <p>Main events</p>	<ul style="list-style-type: none"> <li>- The Stone Age lasted a very, very long time. The oldest period of the Stone Age, the Palaeolithic period, began approximately 2.5 million years ago. The Middle Stone Age is called the Mesolithic period. The Neolithic period, often called the New Stone Age, dates back approximately 8-10,000 years.</li> <li>- The Bronze Age, the period immediately after the Stone Age, is the time when metals like bronze (made by heating a mix of tin and copper in a furnace) started to be commonly used</li> <li>- The Iron Age in Britain was from approximately 800 BCE until the Roman Conquest of 43 CE. In this period, iron, a much stronger metal than bronze, was being used across Europe to make weapons and farming tools.</li> <li>- Metalworking was not the only significant change during the Bronze Age; methods of writing, the invention of the wheel and systems of irrigation are other developments that took place in this period</li> </ul>		
 <p>Artefacts</p>	<ul style="list-style-type: none"> <li>- The Oldowan toolkit is the name given to the oldest known stone tools used by early humans. It includes hammerstones, stone cores and sharp stone flakes.</li> <li>- Hoards (secret store of valuable items) of bronze and gold artefacts dating back to the Bronze Age have been found in Britain. Axes, swords, buttons, brooches give us clues as to what life was like for these ancient people.</li> <li>- Amesbury Archer was buried with 100 artefacts including metalworking tools</li> </ul>		

	<ul style="list-style-type: none"> <li>- Must Quarry Farm is an important archaeological site</li> </ul>
 <p>Settlements</p>	<ul style="list-style-type: none"> <li>- In the early Stone Age, humans would have slept in basic temporary shelters, often in the open air, or in caves</li> <li>- Skara Brae (Neolithic period) is a well preserved Stone Age village in the Orkney Islands, Scotland. These small houses were notable for their stone furniture, a drainage system and even indoor toilets!</li> <li>- The famous prehistoric stone circle, Stonehenge, was built over many hundreds of years. Work began in the late Stone Age, around 3000 BC.</li> <li>- The Sumerians (the people of the Mesopotamian city of Sumer) settled in lands without many trees or stone so they built their houses from reeds. Later, wealthier Sumerians built their homes, including two storey houses, from mud brick which kept the homes warm in winter and cool in summer.</li> <li>- Tribes built well defended hill forts that were often as large as small towns. The buildings inside, called roundhouses, were made of mud and wood with thatched roofs.</li> </ul>
 <p>Society</p>	<ul style="list-style-type: none"> <li>- Sumerians are known for their development of farming methods like irrigation. They invented a form of communication called cuneiform script, built massive temples called ziggurats, and were among the first people to invent the wheel and use sailboats.</li> <li>- A blacksmith became a significant person in society. A blacksmith is someone who works with iron and steel. During the Iron Age, the production of iron tools and objects became essential. Without the blacksmith's specialist skills, warriors would not have been able to defend themselves or attack other tribes.</li> </ul>
 <p>Conflict</p>	<ul style="list-style-type: none"> <li>- Stone Age humans became much better at hunting using spears, bows and arrows and other weapons. However, it is unlikely these new types of tools and weapons were used in regular conflict with other groups.</li> <li>- The Iron Age brought new farming technology but also new weapons like swords and spears. As a consequence, fighting between tribes became more common.</li> </ul>



### Food and farming

- Early Stone Age humans moved in nomadic groups as they tried to find food and shelter to survive. They used controlled fire to cook and ward off predators. People lived on a diet of fruits, seeds, grasses and wheat.
- Stone Age humans started to hunt and kill animals to eat, rather than hoping to find dead animals as they searched for food.
- Life in Iron Age Europe was mostly rural and agricultural. The lives of people were still dependant on the seasons and on the crops they could grow.
- Iron ploughs called ards were much more efficient than bronze or wooden ploughs and could be used on much harder, heavier soils. This meant more land could be used for growing food.



### Travel and exploration

- Climate was a significant factor in the migration of early Homo sapiens (the species to which all modern human beings belong). About 60,000 years ago, humans started to leave Africa on explorations that spread across the globe.
- Bronze Age people began to travel great distances to trade with other settlements. Copper and tin (the metals need to make bronze) were very valuable and were exchanged across Britain and Europe. People used large wooden boats to carry metal, pots, jewellery, food and animals across the English Channel and the North Sea
- During the Iron Age, a group of people called the Celts travelled across Europe. They moved around to trade but many settled in Britain

### Vocabulary:

- ancient: from a long time ago
- archaeologists: people who study the past by examining remains and objects
- c.: around
- civilisations: organised groups of people with their own culture
- communication: sharing information
- conquest: conquering (taking control of) a country or group of people
- consequence: result or effect
- custom: a traditional way of doing something
- dominant: powerful or with influence
- efficient: with minimum wasted energy
- extracting: taking out of the ground
- fortifications: buildings, walls and ditches built to protect a place
- fortified: protected against attack
- hoard: a secret store of valuable items
- influential: makes people take notice
- irrigation: supplying land with water
- legacy: something left behind after death

- migrate: move from one place to another
- ore: a rock that metal comes from
- predators: animals that kill and eat other animals
- preoccupied: thinking a lot about something
- processions: groups of people walking in line at a public event.
- scavenging: searching for something
- significant: important
- societies: people living together in organised groups
- sophisticated: advanced
- specialist: with knowledge in a particular field
- surplus: more than you need
- technology: the use of scientific discoveries for practical purposes
- trade: buy, sell or exchange goods

## The Maya

Threshold concepts: Main events, settlements, culture and pastimes and artefacts

Substantive knowledge:

Remembering →

Knowing →

Reasoning →



Main events

- The Maya are native Americans of Central America, who built a great civilisation in the tropical rainforest that lasted for over 2000 years. The golden age of the Maya was between 250 and 900 CE. At its peak, the civilisation was made up of 40 great cities and almost 2 million people.
- The Maya still live in the same areas of Central America today, continuing many Quick summary of their historical traditions.



Settlements

- The earliest Maya settlements were built in about 1800 BCE.
- By 200 CE the Maya had moved from their smaller villages into larger cities. Each city was designed with characteristic features including large temples, stone pyramids, palaces and ball courts.
- Each city-state was ruled by an Ajaw (king) and became a centre for trade, religious worship and entertainment. The population in Maya's largest settlements was about 60,000, making them some of the most populated places in the world at the time.
- While the average Maya lived in small stone or thatched homes, the palaces and temples in the cities were decorated with beautiful murals and sculptures. The Maya people built sewer systems and there was even running water in the wealthiest people's homes.
- Suddenly, in around 900, many of these significant Maya settlements were abandoned. No one is quite sure why, but it is possible that changes in the climate or overpopulation made the cities uninhabitable.



Culture and pastimes

- The Maya were skilful mathematicians and astronomers and used their knowledge to build an accurate calendar system. This was significant because it told the Maya when to plant crops, when to harvest and even when to make a sacrifice to the gods
- The Maya's mathematical and astronomy skills also influenced their architecture - temples and other public buildings were built so that sunlight would hit certain places at particular times of the year, often in time for a religious ceremony
- The symbols have been found in stone carvings, temples and palaces but there is also evidence that the Maya used a form of paper made from tree bark to create folded 'books' called codices.
- The Maya was the only major civilisation in the Americas to develop a writing system that was able to represent their spoken language in symbolic form. It had over 500 symbols or glyphs to represent words and ideas



Artefacts

- Many Maya artefacts and clues have been lost because of the regrowth of rainforest but also because of the deliberate destruction of writings and artworks by Spanish conquistadors and priests in the 16th century. The Spanish wanted to spread Christianity across the continent and looked upon Maya codices (books) with suspicion. Only four codices survived, but they give a fascinating glimpse into life in Maya times.

Vocabulary:

- abandoned: left for a long time
- agriculture: farming and keeping animals
- anthropologists: people who study societies and cultures

- architects: people who design buildings
- ceremony: a formal event at which special things are done
- codices: plural of codex (an ancient type of book written by hand)
- conquistadors: Spanish conquerors
- expansion: process of becoming bigger
- innovations: new ways of doing something
- irrigation: supplying land with water
- overpopulation: too many people
- sacrifice: to kill an animal or person in a religious ceremony
- terracing: steps built into sloping land
- traditions: customs that have existed for a long time
- uninhabitable: cannot be lived in
- yields: amounts of crops produced

## The Changing Role of Women

Threshold concepts: Beliefs, culture and pastimes, location and society

Substantive knowledge:

Remembering →




Knowing →

Reasoning →



- There was an inequality between girls and boys being rewarded differently for the same tasks as a context for exploring the disparity in pay and work options between men and women in the 1960s and 1970s
- The Ford Dagenham strikes in 1968
- The second wave of feminism had an impact on the changes to laws relating to women's pay, work and education.



- In the early 20<sup>th</sup> Century women's roles were largely restricted to domestic work
- Important changes took place in the early 1900s regarding the role of women which challenged gender norms
- The roles, rights and responsibilities of women were affected when WW1 broke out.
- Women played a huge role in the WW efforts




 <p>Culture and pastimes</p>	<ul style="list-style-type: none"> <li>- The lives of women and their position in society changed in the years following the world wars.</li> </ul>
 <p>Location</p>	<ul style="list-style-type: none"> <li>- There are still inequalities between men and women today, both in Britain and in other parts of the world - pay, positions in companies, home-life balance</li> <li>- In some countries women do not have the same rights as men.</li> </ul>
 <p>Society</p>	<ul style="list-style-type: none"> <li>- There were varying roles and rights of women in ancient civilisations (such as Greece, Rome and Egypt).</li> <li>- There was a women's suffrage movement in the UK and the suffragettes and other women campaigned in different ways for women's right to vote.</li> <li>- Emmeline Pankhurst and Emily Davison were influential suffragettes</li> <li>- The women's suffrage movement had on enormous impact on society as we know it today</li> </ul>
<p><b>Vocabulary:</b></p>	<ul style="list-style-type: none"> <li>• Industrial Revolution - the Industrial Revolution was a period of great change during which improvements in technology changed how people lived and worked</li> <li>• Patriarchal - patriarchal relates to a society that is controlled by men</li> <li>• Feminist - a person who believes in social, economic and political equality between men and women is a feminist</li> <li>• Suffragette - a suffragette was a person who campaigned for women's right to vote using militant, sometimes violent, methods</li> <li>• Flapper - a flapper was a more independent, fashionable woman who challenged traditional ideas about how women were expected to behave in the 1920s</li> <li>• Discrimination - discrimination is when someone is treated unfairly or differently because of certain characteristics, like their race, sex, gender, age or religion</li> <li>• Equality - equality is the state of being equal, especially in status, rights or opportunities</li> <li>• Strike - a strike is a form of protest that involves refusing to work</li> </ul>
<p><b>Cycle B</b></p>	



# Ancient Egypt

Threshold concepts: Main events, artefacts, beliefs, society and travel & exploration

Substantive knowledge:	Remembering →	Knowing →	Reasoning →
 <p>Main events</p>	<p>Label a timeline with dates from the Ancient Egyptian era. Add other historical events you know to the timeline.</p> <p>List some significant Egyptian inventions.</p> <p>What were the names of the Egyptian rulers?</p> <p>Who conquered the Ancient Egyptians?</p> <p>Explain why the Ancient Egyptians were able to settle near the Nile.</p> <p>Explain what irrigation is and why it was important to the Ancient Egyptians.</p> <p>Compare and contrast Egyptian hieroglyphics to Sumerian cuneiform script.</p> <p>Explain what makes the Ancient Egyptians significant.</p> <p>Prove that the Egyptians were skilled farmers and engineers.</p> <p>Do you agree? The Ancient Egyptians were the most influential civilisation of ancient times. Justify your answer</p>		
 <p>Artefacts</p>	<p>List some influential artefacts from the Ancient Egyptian era.</p> <p>What does the Narmer Palette tell us about how the Kingdom of Egypt was created?</p> <p>What is an obelisk? What purpose did it have for Ancient Egyptians?</p> <p>Describe what an archaeologist does.</p> <p>Compare and contrast Egyptian buildings to those from another era.</p> <p>Create a chronology of Ancient Egyptian times using photographs of significant artefacts.</p> <p>Why is the Rosetta Stone such an important artefact? Justify your answer.</p> <p>Organise information about Ancient Egyptian tomb paintings. What do they tell us about daily life in this time period?</p> <p>Investigate Hatshepsut's unfinished obelisk.</p> <p>Investigate the Seven Wonders of the Ancient World.</p> <p>Suggest reasons why most tombs and pyramids were robbed of all their treasures and artefacts.</p>		

 <p>Beliefs</p>	<p>Describe how a body was prepared for burial. Why was it important to preserve the body in this way?  List the things needed in order to enter the afterlife.  Describe how ordinary people were buried.  Suggest reasons why the pyramids were built on such a scale.  Compare and contrast Ancient Egyptian burials with those of the Stone Age and the Bronze Age.  Provide an overview of the pyramids at Giza.  Investigate Ancient Egyptian gods and their influence on Egyptian daily life.</p>
 <p>Society</p>	<p>What was the name of the last Ancient Egyptian ruler?  Were the builders of the pyramids slaves?  Organise information about famous Egyptian rulers.  Compare and contrast daily life for pharaohs and ordinary people.  Explain the Egyptian social pyramid.  Plan an historical enquiry that uses multiple sources of evidence to explain the social and cultural diversity of Ancient Egypt</p>
 <p>Travel and exploration</p>	
<p><b>Vocabulary:</b></p>	<ul style="list-style-type: none"> <li>• <b>achievements:</b> things done successfully after lots of effort</li> <li>• <b>afterlife:</b> a life some people believe begins when you die</li> <li>• <b>archaeologists:</b> people who study the past by examining remains and objects</li> <li>• <b>canopic jars:</b> containers holding organs from a body</li> <li>• <b>decipher:</b> work out what something says</li> <li>• <b>embalmed:</b> preserved with special substances</li> <li>• <b>engineering:</b> using scientific knowledge to build <b>architects:</b> people who design buildings</li> <li>• <b>commemorate:</b> remember</li> <li>• <b>essential:</b> very important</li> <li>• <b>eternity:</b> time without end</li> <li>• <b>fertile:</b> able to support the growth of plants</li> <li>• <b>immortality:</b> the ability to live forever</li> <li>• <b>influential:</b> makes people take notice</li> <li>• <b>irrigation:</b> supplying land with water</li> </ul>

- **mummy**: preserved body
- **pharaoh**: king or queen
- **preserve**: protect from decay or damage
- **rituals**: religious services that follow set patterns
- **sarcophagus**: decorative container for a body
- **temples**: places of worship

## Anglo-Saxons, Picts and Scots

Threshold concepts:

## The Second World War

Threshold concepts: location, main events, conflict, location, society

Substantive knowledge:

Remembering →

Knowing →

Reasoning →






Main events

How many people died during the Second World War?  
 Label a timeline with significant events in the Second World War.  
 List some important events that took place after the war.

Explain some political and social consequences of the Second World War.  
 Suggest suitable sources of evidence to find out more about the Second World War.  
 Use a timeline to provide an overview of 20th-century conflicts.  
 Explain why the Second World War is such a significant event in British and global history.

Investigate Communism.  
 Do you agree? The Universal Declaration of Human Rights is as important today as it was during the years after the war.  
 Investigate Winston Churchill



 <p>Conflict</p>	<p>Describe how the war began. List the Axis powers. Describe what is meant by the word 'amphibious'. What was the Blitz? What were the consequences of the use of atomic weapons at the end of the Second World War?</p>	<p>Organise information about Adolf Hitler. Suggest some reasons why the German air force was used to invade Britain. Write a list of ten major Second World War battles. Which ones do you think were the most important and why? Using suitable sources of evidence, explain why propaganda was a characteristic feature of the Second World War.</p>	<p>True or false? The Battle of Britain was more important than the evacuation of Dunkirk. Justify your answer with evidence. Do you agree? The events of the First World War made another global conflict inevitable. Hitler believed propaganda was a major reason why the German army lost the First World War. Do you agree?</p>
 <p>Location</p>	<p>Describe where the major battles of the Second World War took place. Use a map to help you. Use a map to identify the low countries. List some of the founding nations of the United Nations.</p>	<p>Suggest how Britain's location contributed to the outcome of the conflict. Give an overview of the founding of the United Nations. Use a map to help you</p>	<p>Using multiple sources of evidence, including maps, investigate the evacuation of British forces at Dunkirk.</p>
 <p>Society</p>	<p>Describe what rationing is. What was the impact of the war on everyday life in Britain? What does 'NHS' stand for? When was it created</p>	<p>Explain how new technology was used during the Second World War. Compare and contrast the United Nations with the League of Nations.</p>	<p>Investigate some of the changes that took place in Britain in the decade after the end of the Second World War.</p>
<p><b>Vocabulary:</b></p>	<p><b>Communism:</b> a political belief system <b>influences:</b> effects on what people say or do <b>evacuated:</b> removed from a dangerous place <b>propaganda:</b> communication used to influence the opinions of others <b>amphibious:</b> (of a military operation) with forces landing from the sea <b>Blitz:</b> when a city (like London) was bombed heavily <b>atomic:</b> power that is produced by splitting atoms</p> <p><b>significant:</b> important <b>decades:</b> periods of ten years <b>evacuation:</b> removal to a place of safety</p>		




**Holocaust:** the deliberate mass murder of Jews and political prisoners by the Nazis  
**legacies:** things left behind from the past  
**declaration:** official announcement  
**dispute:** argument or disagreement  
**rationing:** limiting the amount of food, water or fuel

## Cycle C




# The Roman Empire




Threshold concepts: culture and pastimes, main events, conflict, society, beliefs, location, travel and exploration, settlements, artefacts

Substantive knowledge:	Remembering →	Knowing →	Reasoning →
 <p>Main events</p>	<p>Label a timeline with key dates in the history of the Roman Empire.            Highlight the key dates of Roman Britain.            Name the emperors who came to Britain.            When was Britain conquered by the Romans?            When was Julius Caesar assassinated?            What was the name of the first emperor of Rome?</p>	<p>Explain, using historical vocabulary, the impact and influence of the Romans on Britain.            Organise information about the Roman Empire.</p>	<p>Investigate how far the Roman Empire spread.            Investigate the fall of the Roman Empire.            True or false? Caesar was killed because he wanted too much power and control.            Justify your answer using multiple historical sources.</p>
 <p>Conflict</p>	<p>Describe what is meant by the word 'territory'.            Where did Hadrian build a wall?            Why?            Who led the Iceni tribe against the Romans?            What was the name of the emperor who successfully invaded Britain?</p>	<p>Organise information about the Punic Wars.            Compare and contrast the invasions of Britain in 55 BCE and 54 BCE with the invasion of 43 CE.            Explain some of the reasons why the Romans left Britain.</p>	<p>Find out how it was possible for only 1,200 Roman soldiers to beat almost 80,000 Iceni tribespeople. What observations can you make about accounts from the battle?            Investigate the life of Queen Boudicca.</p>




 <p>Artefacts</p>	<p>Describe what is meant by the word 'preservation'. Why is this important?</p> <p>List some sources of evidence that help historians understand Roman life.</p> <p>What is the difference between a primary and secondary source?</p>	<p>Explain what happened at Pompeii.</p> <p>Explain why Pompeii can tell us so much about Roman life.</p> <p>Compare and contrast Herculaneum and Pompeii.</p>	<p>Do you agree? The remains at Herculaneum are more important than those at Pompeii. Justify your answer.</p>
 <p>Culture and pastimes</p>	<p>Who were Romulus and Remus?</p> <p>What was the language of Ancient Rome?</p> <p>Describe what is meant by the word 'prosperous'.</p>	<p>Explain the myth of the founding of Rome.</p> <p>Why did people enjoy watching violent events at the Colosseum?</p> <p>Compare and contrast the Colosseum to the Theatre of Dionysus in Athens.</p>	<p>Investigate some famous Roman buildings like the Colosseum.</p>
 <p>Society</p>	<p>Describe what is meant by the word 'constitution'.</p> <p>When did Christianity become the official religion of the Roman Empire?</p>	<p>Explain the changes in how the Roman Empire was governed.</p> <p>Compare and contrast daily life in Rome with that in Roman Britain.</p>	<p>Investigate the Ides of March.</p>
<b>Disciplinary knowledge:</b>			
<b>Vocabulary:</b>	<p><b>turmoil:</b> a state of confusion and uncertainty</p> <p><b>frontiers:</b> borders between countries</p> <p><b>territory:</b> land controlled by a ruler</p> <p><b>constitution:</b> a system of laws and rules</p> <p><b>dictator:</b> a ruler with total power over a country</p> <p><b>assassinated:</b> killed for political reasons</p> <p><b>territory:</b> land controlled by a ruler</p> <p><b>economy:</b> how money and trade is organised</p> <p><b>importing:</b> buying goods from another country</p> <p><b>exporting:</b> selling goods to another country</p> <p><b>prosperous:</b> wealthy</p> <p><b>acknowledged:</b> recognised</p> <p><b>territories:</b> lands controlled by a ruler</p> <p><b>emperor:</b> man who rules an empire</p> <p><b>sanitation:</b> keeping places clean with a sewage system and clean water supply</p> <p><b>resistance:</b> fighting back against attackers</p>		
<h1>The Victorian Era</h1>			





Threshold concepts: culture and pastimes, main events, society, settlements, location, travel and exploration,


Substantive knowledge:	Remembering →	Knowing →	Reasoning →
 <p>Main events</p>	<p>When was the Victorian era? List the dates of significant inventions during the Victorian era. List significant dates in the history of the British Empire. Describe what life was like in factories/ workshops in Britain in the Victorian era. Describe what is meant by the word 'innovation'.</p>	<p>Use a timeline to identify significant events in the Victorian era. Suggest reasons why the Victorian era was a time of rapid scientific development. Compare and contrast conditions in factories and houses at the beginning of Victoria's reign to those towards the end.</p>	<p>Do you agree? The main reason for the end of the British Empire was the First World War. Recommend suitable sources of evidence to provide an overview of the Victorian era. Justify your answers.</p>
 <p>Society</p>	<p>Describe the experience of children in Victorian times. What was the impact of new scientific discoveries on religious beliefs? Describe the difference between the lives of the rich and the poor in the Victorian era.</p>	<p>What impact did the Industrial Revolution have on political and social organisation in the 19th century? Use multiple sources of evidence to explain the concept of the 'middle classes'.</p>	<p>Investigate reforms in health and education during the Victorian era. Do you agree? Without the Industrial Revolution there would not have been any middle classes.</p>
 <p>Culture and pastimes</p>	<p>List some significant technological innovations during the Victorian era. Name some famous writers from the Victorian era. What types of public buildings would you see in Victorian towns and cities?</p>	<p>What do you think was the impact of Alexander Graham Bell's invention? Explain the influence of significant Victorian authors on people's daily lives.</p>	<p>Summarise a story by Charles Dickens or one of the Brontë sisters. Do you agree? The growth in literacy and printed materials during the Victorian era contributed to the use of propaganda during the First World War.</p>

 <p>Travel and exploration</p>	<p>In what year did Queen Victoria become Empress of India? How much of the world was ruled by the British during the Victorian era?</p>	<p>Explain some of the consequences, positive and negative, of Britain's empire. How did trade change during the Victorian period?</p>	<p>Investigate the significant achievements of Mary Kingsley. Do you agree? Settlements and colonies are the same thing.</p>
 <p>Settlements</p>	<p>Describe how Britain governed new territories in which it had built settlements.</p>	<p>Compare and contrast rural and urban settlements before and after the Industrial Revolution</p>	<p>Do you agree? Factory owners were very concerned about the health and welfare of their workers. Justify your answer.</p>
<p><b>Disciplinary knowledge:</b></p>			
<p><b>Vocabulary:</b></p>	<p><b>empire:</b> a number of nations controlled by one country      <b>law:</b> a set of rules  <b>poverty:</b> being extremely poor      <b>revolution:</b> important change      <b>consequence:</b> result or effect  <b>conditions:</b> how good or bad something is      <b>innovations:</b> new ways of doing something  <b>workforce:</b> people available to do a job  <b>economy:</b> the wealth a country gets from business and industry  <b>representation:</b> speaking on behalf of someone else  <b>parliament:</b> a group of people who make or change laws  <b>exploration:</b> the process of exploring      <b>uncharted:</b> not yet mapped, unfamiliar  <b>missionaries:</b> people sent to a foreign country to teach about their religion  <b>achievements:</b> things done successfully after lots of effort  <b>Raj:</b> British rule in India</p>		
<h2 style="margin: 0;">The Civil War (local history study)</h2> <p style="margin: 0;">Threshold concepts: conflict, beliefs, location, main events</p>			
<p><b>Substantive knowledge:</b></p>	<p><b>Remembering</b> ➡                      <b>Knowing</b> ➡                      <b>Reasoning</b> ➡</p>		
 <p>Main events</p>	<ul style="list-style-type: none"> <li>• The English Civil War was a series of battles fought between 1642 and 1651.</li> <li>• On one side were supporters of King Charles 1 (Cavaliers) and on the other were supporters of Parliament (led by Oliver Cromwell) (Roundheads).</li> <li>• One of the battles, The Battle of Willoughby Field took place on 5<sup>th</sup> July 1648.</li> </ul>		



 <p>Location</p>	<ul style="list-style-type: none"> <li>• Know that The Battle of Willoughby Field took place in Willoughby-on-the-Wolds.</li> </ul>
 <p>Beliefs</p>	<ul style="list-style-type: none"> <li>• James 1 and his son Charles 1 believed that they ruled by divine right (believing they had been appointed by God and answered to no earthly authority).</li> <li>• Both believed there was one king, one law and one faith.</li> <li>• Charles 1 feared Protestant extremists (Puritans) were a danger to his authority.</li> <li>• Some people feared Charles 1 was leading the country back to Catholicism.</li> </ul>
 <p>Conflict</p>	<ul style="list-style-type: none"> <li>• A civil war is a war between citizens of the same country.</li> <li>• The English Civil War was the last Civil War on English soil.</li> <li>• The Civil War resulted in the execution of Charles 1.</li> <li>• Know the different types of soldiers of the Civil War: cavalry, infantry, dragoon and pikeman and what define them.</li> </ul>
<p><b>Vocabulary:</b></p>	<p><b>Siege</b> When an army surrounds a town and cuts it off from the outside world</p> <p><b>Garrison</b> A military base</p> <p><b>Pikeman</b> A soldier who carried a very long weapon with a spike on the end, called a pike</p> <p><b>Musketeer</b> A soldier who carries a gun called a musket</p> <p><b>Dragoon</b> A musketeer who rides on a horse but gets off his horse to fight</p> <p><b>Cavalry</b> Soldiers who fight on horseback</p> <p><b>Infantry</b> Soldiers who fight on foot</p> <p><b>Regiment</b> A group of soldiers within an army. Most regiments were between 400 and 600 men</p> <p><b>Monarchy</b> A system of government in which a King or Queen rules.</p> <p><b>Parliament</b> A group of people called by the King or Queen to help make decisions and rule the country</p>
<h2>Cycle D</h2>	
<h1>Ancient Greece</h1> <p>Threshold concepts: culture and pastimes, main events, society, artefacts, settlements, beliefs, location,</p>	
<p><b>Substantive knowledge:</b></p>	<p><b>Remembering</b> ➡                      <b>Knowing</b> ➡                      <b>Reasoning</b> ➡</p>


 <p>Main events</p>	<p>Describe what is meant by the word 'influential'. Who eventually conquered the Greeks? When did this happen? Label a timeline with important dates from Ancient Greek history. Use historical language to add detail. What are some of the legacies of Ancient Greece?</p>	<p>Are Homer's Iliad and Odyssey reliable sources of historical evidence? Provide a chronology of important events in Ancient Greek history. How do they compare to another civilisation you know about? Give an overview of the Trojan War and the Siege of Troy.</p>	<p>Investigate the three generations of Greek gods. Develop a family tree that explains the relationship between them. True or false? The Ancient Greek city-states fought each other regularly. Prove your answer is correct. Do you agree? The Trojan War was a myth not an historical event. Include a testable hypothesis in your analysis.</p>
 <p>Artefacts</p>	<p>List some uses for Greek pottery. Describe how artefacts and remains help historians understand daily life in ancient times. What does an architect do? Describe what is meant by the word 'reliable'</p>	<p>What observations can you make about different types of Greek pottery? Use suitable historical sources to compare and contrast Ancient Greek religion with Ancient Roman religion. Suggest some artefacts that could be used to find out about Greek culture.</p>	<p>Investigate the famous Greek epics, 'The Iliad' and 'The Odyssey'. Explain why they are an important source of evidence. Do you agree? All historical sources are a type of propaganda.</p>
 <p>Culture and pastimes</p>	<p>Describe what is meant by the word 'myth'. Name some of the Olympians. Using a map, identify significant theatres in Greece. List some Greek myths and legends</p>	<p>Give an overview of significant Greek myths and legends. Why were they significant? Organise information about famous Greek thinkers such as Pythagoras, Archimedes and Hippocrates</p>	<p>Investigate the history of the Olympics. True or false? The Greeks were interested in the idea of physical perfection. Justify your answer. Investigate the golden ratio</p>
 <p>Society</p>	<p>Describe what is meant by the words 'civilisation' and 'government'.</p>	<p>Explain the influence of Ancient Greeks on modern political systems. Explain what a city-state is.</p>	<p>True or false? All Ancient Greek city-states used the same systems of government. Prove you are correct.</p>

	Create a timeline that explains how democracy has been used over the course of history.	Organise information about Ancient Greek systems of government.	Investigate a Greek city-state other than Athens.
 Settlements	List examples of buildings that have been inspired by Greek architecture. Name some famous Greek buildings.	Compare and contrast the Parthenon in Athens with the Pantheon in Rome. Explain the characteristic features of Greek architecture.	Find evidence that Greek architecture is still popular today.


<b>Vocabulary:</b>	<p><b>democracy:</b> a system of government in which people choose who is in charge by voting in elections</p> <p><b>citizens:</b> people who belong to a place      <b>philosophy:</b> study of how people think and live</p> <p><b>historical sources:</b> things that give information about the past</p> <p><b>civilisations:</b> organised groups of humans with their own culture</p> <p><b>democratic:</b> based on the idea that everyone has equal rights and is involved in making decisions</p> <p><b>characteristic features:</b> particular qualities or aspects that make something recognisable</p> <p><b>generation:</b> people in a group of similar age</p> <p><b>demigods:</b> less important gods, usually half god, half human</p> <p><b>techniques:</b> particularly skilful methods for doing something</p> <p><b>amphoras:</b> two-handed narrow necked jars for oil or wine</p> <p><b>lekythos:</b> flasks with a narrow neck      <b>literature:</b> written work, especially with artistic value</p> <p><b>architects:</b> people who design buildings      <b>friezes:</b> decoration high on a wall</p> <p><b>acoustics:</b> the features of a building that affect how sound is heard engineering: using scientific knowledge to build</p>
--------------------	--





## The Vikings

Threshold concepts: beliefs, location, main events, travel & exploration, conflict

Substantive knowledge:	Remembering ➡	Knowing ➡	Reasoning ➡
 Main events	Describe what made the Vikings good warriors. What was the other name the Vikings were known by? Name some of the places the Vikings raided.	Using a timeline and historical vocabulary, give an overview of significant Viking and Anglo-Saxon events. Organise information about significant Viking artefacts.	Investigate famous battles between the Vikings and the Anglo-Saxons. Use historical language to help present your information.

	<p>Label a timeline with important dates in Viking history.</p>	<p>What do they tell us about this time period?          Compare and contrast a famous Viking ruler with a famous Anglo-Saxon one.          Explain what makes the Vikings so significant in British history.</p>	
 <p>Conflict</p>	<p>Describe what is meant by the word 'Danegeld'.          What did the word 'Viking' mean in old Norse?          What name did the Viking invaders give to their capital in England?          What are the Vikings most remembered for?</p>	<p>Compare and contrast a raid and a conquest.          Organise information about Viking raids on monasteries.          What observations can you make about the accounts that were written by monks after the attacks?          Explain what made the Viking longboat such an important feature of battle.</p>	<p>Prove that the Vikings were not just fierce warriors.          Investigate the three rulers who laid claim to the English throne in 1066.</p>
 <p>Beliefs</p>	<p>Why were churches and monasteries targeted by the Vikings?          When was the Viking raid on the monastery at Lindisfarne?</p>	<p>Organise information about Viking beliefs.          Explain how Viking beliefs were different from Christian beliefs.</p>	<p>True or false? The Vikings never adopted Christianity while they were in England.</p>
 <p>Travel and exploration</p>	<p>Describe what is meant by the word 'colonised'.          What was the name of the Viking explorer who discovered North America?          Where in the world did the Vikings come from?          List some of the materials Vikings traded.</p>	<p>What observations can you make about Viking sailors?          Organise information about Viking longboats.          Explain how the Vikings navigated on their expeditions.          Explain why Vikings were such good traders.</p>	<p>True or false? Christopher Columbus was the first European to reach North America. Prove your answer is correct using multiple sources of evidence.          Do you agree? William the Conqueror was a Viking.</p>

			Investigate the Viking sunstone and other navigation tools used at the time
<b>Vocabulary:</b>	<b>descendants:</b> relatives from later generations <b>stability:</b> being unlikely to change <b>chaos:</b> confusion <b>consequences:</b> results or effects <b>allegiance:</b> support of a person or group <b>medieval:</b> the period of European history between 476 CE and 1500 CE <b>legacy:</b> something left behind after death <b>literature:</b> written work, especially with artistic value	<b>conquered:</b> took control of by force <b>collapse:</b> complete end <b>upheaval:</b> big change <b>independent:</b> on its own <b>Christianisation:</b> conversion to Christianity <b>pagan:</b> relating to religious beliefs other than those of the main world religions	
<h2>Battle of Bosworth and The Tudors!</h2> <p>Threshold concepts: beliefs, culture and pasties, main events, conflict, society, travel and exploration, artefacts</p>			
<b>Substantive Knowledge:</b>	<b>Remembering</b> ➡	<b>Knowing</b> ➡	<b>Reasoning</b> ➡
 <p>Main events</p>	<p>Label a timeline showing The Battle of Bosworth bringing an end to the War of the Roses and also significant events in the Tudor dynasty.  Create a Tudor family tree.  List the names of all the Tudor monarchs.  When was the medieval period?  What was the name of the monarch who ruled for just nine days?  How long did Elizabeth I rule for?</p>	<p>Present information about three Tudor monarchs.  Compare and contrast their reigns.  Summarise the main changes that took place during the Tudor dynasty.  Give an overview of your favourite Tudor monarch.  Why was it significant that Elizabeth I died without an heir?</p>	<p>Recommend multiple sources of evidence to explain the popularity of theatre during England's Golden Age.  Investigate the Renaissance movement and explain its impact on Tudor society.  Do you agree? The Tudor dynasty was the most significant in British history.  Justify your answer.</p>

 <p>Conflict</p>	<p>Know that the War of the Roses was fought between the House of York and the House of Lancaster and that the Battle of Bosworth was the last battle of the war.</p> <p>Describe what is meant by the word 'alliance'.</p> <p>Describe some of the challenges that the Tudor monarchs faced. How did they overcome these problems?</p> <p>Name a famous Tudor warship.</p>	<p>Explain, using examples, what is meant by the term 'civil war'.</p> <p>Explain how the Tudors became the ruling family of England and Wales.</p> <p>Organise information about significant Tudors rebellions.</p>	<p>Investigate the Spanish Armada and Phillip II's claim to the English throne.</p> <p>Investigate the Pilgrimage of Grace.</p> <p>Do you agree? Henry VIII's desire to have a male heir caused significant religious turmoil in England for decades.</p>
 <p>Culture and pastimes</p>	<p>What was the other name for the Elizabethan era? Why did it have this name?</p> <p>What was the Renaissance?</p> <p>Where did the Renaissance happen?</p>	<p>Compare and contrast Tudor pastimes with Greek pastimes.</p> <p>Make observations about how daily lives changed during Tudor rule.</p> <p>Organise information about the Renaissance.</p>	<p>Investigate the Globe Theatre. Recommend three suitable artefacts to tell us about daily life in Tudor times. Explain your choices.</p>
 <p>Travel and exploration</p>	<p>Describe what is meant by the word 'prosperity'.</p> <p>Who was Walter Raleigh and why is he a significant figure in British history?</p>	<p>Why was Walter Raleigh executed?</p> <p>Which cultures from history was Henry VII inspired by?</p>	<p>True or false? The Tudors were the first English royal dynasty to establish trading colonies. Justify your answer.</p> <p>Investigate El Dorado.</p>
 <p>Beliefs</p>	<p>What is meant by the word 'devout'?</p> <p>When did Henry VIII become head of the Church of England?</p>	<p>Organise information about the Protestant Reformation.</p>	<p>Use multiple sources of evidence to investigate the Dissolution of the Monasteries.</p>
<p><b>Vocabulary:</b></p>	<p><b>monarch:</b> the king or queen of a country</p> <p><b>medieval:</b> something in European history between 476 CE and 1500 CE</p> <p><b>legacy:</b> something left behind after death</p> <p><b>Reformation:</b> changes to the Catholic Church that led to the setting up of the Protestant Church</p> <p><b>alliance:</b> groups working together</p> <p><b>heir:</b> someone who will inherit a title or property</p> <p><b>rebellion:</b> violent action to change a countries political system</p>		

	<p><b>parliament:</b> a group of people who make or change laws military: armed forces of a country <b>devout:</b> with deep religious beliefs</p> <p><b>civil war:</b> a war fought between people who live in the same country</p> <p><b>prosperity:</b> doing well financially</p> <p><b>flourish:</b> be successful</p> <p><b>philosophy:</b> study of how people think and live</p> <p><b>expeditions:</b> journeys of exploration</p>
--	---