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| **St James CE Primary School – History Concept Progression** |  |

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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Continuity and change** | Comment on a familiar situation from the past (e.g. homes, schools). | Identify old and new things from pictures (e.g. toys, houses, shops etc.)  Group objects (e.g. toys) into old and new and comment on how they have changed over time.  Comment on what was different and what was the same when their parents/grandparents were children.  *What has stayed the same?*  *What has changed?*  *Give an example (tell me how)?*  *Is it still like that today?* | Identify similarities and differences between ways of life at different times (e.g. life for women during the suffragette movement and women today).  *What has stayed the same? Why?*  *What has changed? Why?*  *Give an example (tell me how)?*  *Is it still like that today?* | Identify, describe and begin to make links within and across different periods, substantive concepts and significant events previously studied focusing on things that have stayed the same and things that have changed.  (e.g. the substantive concept of democracy during the Ancient Greek, Roman and modern day periods).  *What has stayed the same (comparing the period being studied)? Why?*  *What has changed? Why and how?*  *What other period of history is similar/the same as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?*  *What period of history is that different to?*  *Give an example (tell me how)?*  *Is it still like that today? How?* | Identify, describe and make more detailed links within and across different periods, substantive concepts and significant events previously studied focusing on things that have stayed the same and things that have changed (e.g. links between the Anglo Saxons and the Vikings and the concept of invasion).  Provide an explanation of the change and continuity within the time period studied (e.g. changes to the lives of children and miners in the Black Country during the reign of Queen Victoria).  Make links between the current period of history studied compared to previous periods that have been studied.  *What has stayed the same (comparing the period being studied and previously studied periods)? Why?*  *What has changed? Why and how?*  *What other period of history is similar/the same as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?*  *What period of history is that different to?*  *Give an example (tell me how)?*  *Is it still like that today? How? Why?* | Identify and explain within and across periods of history as well as substantive concepts: key changes, similarities, why certain changes were important and how changes may have been different in different places during the same period of history.  *What has stayed the same (comparing the period being studied and previously studied periods)? Why?*  *What has changed? Why and how?*  *Which changes were most significant? Why? Did it change like this everywhere or for everyone?* | Identify and explain, using specific examples to illustrate, within and across periods of history as well as substantive concepts: key changes, similarities, why certain changes were important and how changes may have been different in different places during the same period of history.  *What has stayed the same (comparing the period being studied and previously studied periods)? Why?*  *What has changed? Why and how?*  *Which changes were most significant? Why?*  *Did it change like this everywhere or for everyone? Can you use examples to illustrate?* |
| **Causes and consequences** | Understand and answer ‘why’ questions.  Connect one idea to another using a range of connectives.  Talk about the plot (in a story), the main problem and what might happen next. | Begin to recognise that significant events/changes happened because of a cause (e.g. the development of White Heath Gate village to the Lion Farm estate).  Recognise what happened as a result of people’s actions or events (e.g. the introduction of the Magna Carta to limit the right of the monarch to do as they wished without regard to the law).  *Why did \_\_\_\_\_\_\_\_ happen? What happened following the change?* | Identify reasons why people throughout history did things/events occurred (e.g. Christopher Columbus and Ibn Battuta as explorers).  Explain why some events happened (e.g. the Gunpowder Plot).  Recognise that significant events/changes happened because of a cause (e.g. women receiving the vote in Britain following the suffragette movement).  *Why did \_\_\_\_\_\_\_\_ make changes?*  *Why did an event happen?*  *What happened as a result?* | Identify and give reasons for people’s actions and demonstrate an understanding of why people may have taken action (e.g. Britain resisting the Roman invasion through the revolt of Boudicca).  Devise and address historical questions regarding cause (e.g. why did the Romans invade Britain? Why did homes change across the different periods of the Stone Age?).  Comment on the importance of cause and consequence for some key significant events studied.  *Why did \_\_\_\_\_\_\_\_\_\_\_ happen?*  *What was the consequence/result?*  *Who was affected?*  *What was the impact of the event on others/the period of history?* | Identify and give justified reasoning for people’s actions and demonstrate an understanding of why people may have taken action at that point in time (e.g. Queen Victoria and Prince Albert championing the Industrial Revolution).  Devise and address historical questions regarding cause (e.g. why did the Anglo Saxons and Vikings invade Britain?).  Comment on the importance of cause and consequence for key significant events studied and offer a reasonable explanation as to why they happened (e.g. Why did the Battle of Hastings take place and what were the consequences?).  *Why did \_\_\_\_\_\_\_\_\_\_\_ happen?*  *What was the consequence/result?*  *Who was affected?*  *What was the impact of the event on others/the period of history?* | Offer explanations about why people in the past acted as they did and the consequent results of their actions (e.g. Why did Henry VIII want to break with the Catholic Church? What was the consequent result of this?)  Devise and address historical questions regarding cause and consequence (e.g. why were strong religious beliefs of great importance to the ancient civilisations?).  Evaluate how the period/event has impacted Britain and one or more areas of historical focus (society, people, language, culture, government etc.).  *Why did \_\_\_\_\_\_\_\_\_ happen?*  *What was the consequence/result?*  *What was the impact of the event on others?*  *Why was \_\_\_\_\_\_\_\_\_ important?*  *How do key events link?*  *What influenced these events?* | Provide more detailed explanations about why people in the past acted as they did and the consequent results of their actions using evidence to support and illustrate (e.g. the racial rules and persecution imposed by Adolf Hitler under his Nazi dictatorship).  To understand what has changed in at least one area of history (society, people, beliefs, language, culture, government etc. (e.g. changes regarding rule and law throughout British history).  Identify, explain and evaluate how the period/event has impacted Britain and one or more areas of historical focus (society, people, language, culture, government etc.) in both the short and long term.  *Why did \_\_\_\_\_\_\_\_\_ happen?*  *What was the consequence/result?*  *What was the impact of the event on others?*  *Why was \_\_\_\_\_\_\_\_\_ important?*  *How do key events link?*  *What influenced these events?*  *What impact did the period/event have in the short term and the long term?* |
| **Similarities /differences** | Discuss similarities and differences between communities.  Talk about the perspectives of others.  Know some similarities and differences between things in the past and now (drawing on their experiences and what has been read in class). | Identify similarities and differences between ways of life at different times, including their own lives (e.g. in our locality of the Lion Farm/Oldbury or life under the reign of different monarchs).  *What was the same/different?*  *Was this the same for everyone at the time?* | Begin to understand that life was different for different people in the past (e.g. Catholics and the Protestants during the reign of James I).  Make observations about different types of people, events, beliefs within a society (e.g. similarities and differences between life in Britain and America during Christopher Columbus’ exploration).  *What was the same/different?*  *Was this the same for everyone at the time?*  *How would the life of a \_\_\_\_\_\_\_\_\_\_\_\_\_\_ person have been different?*  *How has \_\_\_\_\_\_\_\_\_ changed for us today compared to back then?* | Identify (beginning to use examples to illustrate) how life was different for different people in the past such as rich and poor, male and female etc. (e.g. in Greek architecture homes were dependent on wealth and women/slaves had no right to vote in Greek democracy).  Describe some of the similarities and differences between different historical periods studied (e.g. settlement in the Stone Age compared to settlement during the Ancient Greek period).  *Can you give an example of how life was different for someone in this historical period compared to another historical period?*  *Are there any similarities regarding \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ across the periods of history you have studied?* | Identify (using more in-depth examples to illustrate) how life was different for different people in the past such as rich and poor, male and female, different cultures/religions/countries etc. (e.g. Viking raid on Lindisfarne and how life for the people living on Britain’s coast/monks in the monasteries changed).  Describe some of the similarities and differences between different historical periods studied (e.g. the invasion of the Anglo-Saxons and the Vikings).  Explore the similarities and differences in a period of history in relation to now (e.g. life in the Black Country during the Victorian era and life in the Black Country now).  *Can you give an example of how life was different for someone in this historical period compared to another historical period?*  *Are there any similarities regarding \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ across the periods of history you have studied?*  *How was it similar/different to life today?* | Demonstrate an understanding of some of the similarities and differences between different periods of history studied (e.g. through a developed understanding of the focused substantive concept – religion and beliefs in the ancient civilisations etc.)  Explain how life was different for different people in the past through use of specific examples such as rich and poor, male and female, different cultures and religions etc.  Show an understanding that life may have been different in different places for different people at the same time and begin to explain reasons for these differences or the reasons historians give.  *Can you give an example of how life was different for someone in this historical period compared to another historical period?*  *What are the similarities and differences between (substantive concept) through the different periods of history being studied?*  *Did certain groups of people face differences? Can you give an example?*  *Why was there this difference?*  *Why do people believe there was this difference? Was this the same everywhere? Can you give an example to support your answer?* | Demonstrate an in-depth understanding of the similarities and differences between different periods of history studied (e.g. through a developed understanding of the focused substantive concept – rules and law throughout the ages regarding crime and punishment etc.)  Explain how life was different for different people in the past through use of specific examples such as rich and poor, male and female, different cultures and religions etc.  Describe social, cultural, religious and ethnic diversity in Britain and the wider world across different historical periods.  Reach informed conclusions on one or more of social, cultural, religious or ethnic diversity in relation to one or more time periods studied and make hypothesis of why things are similar and different before using sources of evidence to seek answers.  *Can you give an example of how life was different for someone in this historical period compared to another historical period?*  *What are the similarities and differences between (substantive concept) through the different periods of history being studied?*  *Did certain groups of people face differences? Can you give an example? Why was there this difference?*  *Why do people believe there was this difference? Was this the same everywhere? Can you give an example to support your answer?* |
| **Historical Significance** | Using characters from stories compare and contrast figures from the past.  Understand the past through characters and events encountered in books read in class and storytelling. | Recognise and make simple observations about who was important in an historical event/period discussing why they were important and what changed/happened because of them.  *Who was \_\_\_\_\_\_\_\_\_\_\_?*  *What did this person do?*  *What important thing*  *happened?*  *What changed after this?* | Recognise and make more detailed observations about who was important in an historical event/period discussing why they were important and what changed/happened because of them (e.g. Rosa Parks and her fight against racial discrimination).  *Who was \_\_\_\_\_\_\_\_\_\_\_ and why are they an important person in history?*  *What did this person do?*  *What important thing*  *happened?*  *What changed after this?*  *Has this person helped changed/make life better for us today? How?* | Identify historically significant people and events from a period of history and what they did/happened (e.g. Emperor Claudius and Julius Caesar).  Begin to identify why what they did (or what happened) was important and how it changed things for everyday people.  *Who was \_\_\_\_\_\_\_\_\_\_\_ and why are they an important person in history?*  *What did this person do?*  *What important thing happened?*  *What changed as a result of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s actions?*  *Has this significant person’s actions influenced life in society today? How?* | Identify historically significant people and events from a period of history and what they did/happened (e.g. Queen Victoria championing the Industrial Revolution and the introduction of acts to better the lives of her people).  Identify why what they did (or what happened) was important and how it changed things for everyday people/society.  Suggest reasons for why the significant individual/event/period is remembered as ‘significant’ after the time (e.g. the Battle of Hastings symbolised the last invasion of Britain which established our present day monarchy).  *Who was \_\_\_\_\_\_\_\_\_\_\_ and why are they an important person in history?*  *What did this person do?*  *What important thing happened?*  *What changed as a result of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’s actions?*  *How can we learn about \_\_\_\_\_\_\_\_\_\_\_?*  *Has this significant person’s actions influenced life in society today? How?* | Identify historically significant figures and events from a period of history providing reasoned justification for their significance (e.g. Henry VIII and the religious reformation).  Provide explanation as to how the event/figure has influenced/helped shape life in today’s world.  Provide reasons as to why some events, people, developments in history are seen as more significant than others.  *Why was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ important?*  *What was the significance of this event/this figure’s actions?*  *What impact did this person have on events or people?*  *What impact did this event (or period of history) have on events or people? How did life change following this (local, national, international scale)?*  *How has life today been impacted by the actions of this figure/event?* | Identify historically significant figures and events from a period of history providing reasoned justification for their significance (e.g. the significance of the Battle of Britain as a key turning point of WWII or the significance of the Golden Age of Islam).  Provide explanation as to how the event/figure has influenced/helped shape life in today’s world (e.g. the establishment and development of the police force in Britain or the significance of the Holocaust).  Provide detailed reasoning as to why some events, people, developments in history are seen as more significant than others drawing on the criteria of importance, quantity, durability and relevance.  Demonstrate an understanding of how important the consequences of a figure or event was on a local, national and international scale (e.g. the historical significance and consequences of WWII).  *Why was \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ important?*  *What was the significance of this event/this figure’s actions?*  *What impact did this person have on events or people?*  *What impact did this event (or period of history) have on events or people?*  *How did life change following this (local, national, international scale)?*  *How has life today been impacted by the actions of this figure/event? How important, durable, relevant are their actions today?* |

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| **Substantive Concepts**  **Progression of historical threads throughout school** | | | | | | | | |
|  | **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Religion / Belief** | School values  School prayer  Religious festivals | Why is God special to Christians? |  | Gunpowder, Treason and Plot | Ancient Greece |  | Ancient Civilisations  Ancient Egypt  Tudors | Crime and Punishment  Early Islamic Civilisation |
| **Rules/Law** | School expectations | Superheroes are us! | Kings and Queens | Gunpowder, Treason and Plot  Women Who Changed The World - Historical Heroines |  | Victorian Britain (Local History) | Tudors | Crime and Punishment  World War II |
| **Democracy** | Voting for favourite stories and songs | Voting for favourite stories and songs.  Voting during innovate stage of TFW. | Voting during innovate stage of TFW.  Vote for school councillors. | Women Who Changed The World - Historical Heroines  Voting during innovate stage of TFW.  Vote for school councillors. | Ancient Greece |  |  | World War II |
| **Monarchy** | Traditional tales  (introduction of kings and queens) | Did dragons exist? | Kings and Queens | Gunpowder, Treason and Plot | Roman Empire | Victorian Britain (Local History)  The Final Invasion (1066 - the Battle of Hastings) | Tudors | Crime and Punishment  Early Islamic Civilisation |
| **Settlement** | All about me (where I live and go to school) | All about me | Our Local Area – Lion Farm to Oldbury High Street |  | Ancient Greece  Stone Age to Iron Age | The Anglo-Saxons and Vikings | Ancient Civilisations | Early Islamic Civilisation |
| **Migration** |  |  |  | Explorers | Stone Age to Iron Age | The Anglo-Saxons and Vikings |  | Early Islamic Civilisation |
| **Invasion/Conquest** |  |  |  |  | Roman Empire | The Anglo-Saxons and Vikings  The Final Invasion (1066 - the Battle of Hastings) | Tudors | Crime and Punishment  World War II |

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| **Substantive Concepts**  **Recurring threads taught progressively throughout school** | | |
| **Key Stage 1** | **Year 1** | **Year 2** |
| **Rules/Law** | **Kings and Queens (Summer)**   * King John is an example of a king who created rules in his own favour. * Magna Carta is a document created to make life fairer for everyone and was a set of rules for the people and monarch to live by. * Queen Elizabeth II – rules and laws are not dictated by the queen they are passed through Parliament as Britain is a constitutional monarchy. | **Gunpowder, Treason and Plot (Autumn)**   * House Of Parliament is where rules and laws are passed. * Guy Fawkes attempted to blow up the House of Parliament (an act of rebellion against King James I). * Understand of the persecution of Catholics during this time (discrimination – link to British Values of ‘respect’ and ‘tolerance’).   **Women Who Changed The World - Historical Heroines (Summer)**   * Know what a ‘rule’ is and how the law is a set of rules which must be obeyed. * Emmeline Pankhurst’s role as an activist for the suffragettes supporting women to obtain the vote (national change to rule and law). * Rosa Parks’ role as an activist campaigning for the rights of black people to end the segregation of white and black Americans (international change to rule and law regarding racial equality). |
| **Democracy** | During Key Stage One, children are actively exposed to the concept of democracy by participating in voting opportunities for example: voting during innovate stage of TFW, voting for school councillors, voting for a book during class story time etc.  During collective worship and teaching across all subjects, the children are taught that everyone is entitled to a voice and their own opinions and that we must respect the opinions of others even if they differ from their own.  Year 2 - Women Who Changed The World – Historical Heroines (Summer) - Emmeline Pankhurst is a historical figure who challenged democracy as only men had the vote. | |
| **Monarchy** | **Kings and Queens (Summer)**   * Throughout British history, there have been many different monarchs both male and female. * Absolute and constitutional monarchy. * Understanding of how monarchs come to power (conquest, election or inheritance through the line of succession). | **Gunpowder, Treason and Plot (Autumn)**   * King James I was a Protestant and wanted to remove power from the Catholic Church. * Know the impact that a monarch can have on their kingdom (negative impact). |
| **Settlement** | **Our Local Area – Lion Farm to Oldbury High Street (Spring)**   * Know the history of the Lion Farm from a small village (Whiteheath Gate) to the estate we now have. * Know what a settlement is. * Know how where we live and go to school has changed/developed beyond living memory. * Know what homes looked like (beyond living memory) and what homes look like now. * Know that Oldbury high street has also changed significantly from independent, family run businesses to the ‘Savacentre’. |  |
| **Migration** |  | **Explorers (Spring)**   * Migration is the movement of a person or people from one place to another. * Ibn Battuta migrated from his country with the aim of collecting goods, learning about new cultures and bringing back ideas from other countries to influence his own. * Christopher Columbus migrated with the intent to seek out the riches of the world (e.g. China’s silk). |
| **Religion / Beliefs** |  | **Gunpowder, Treason and Plot (Autumn)**   * Know the difference between Catholics and Protestants and understand the conflict between them at the time. * Know that Guy Fawkes was a Catholic and came from a Catholic family. * Understanding of the origins of the Church of England (Henry VIII cutting ties with the Pope). * Know about the beliefs of King James I concerning Protestants being considered superior to Catholics. |
| **LKS2** | **Year 3** | **Year 4** |
| **Rules/Law** |  | **Victorian Britain (Local History) - Summer**   * Knowledge of the acts that were introduced during Queen Victoria’s reign e.g. The Children’s Education Act and the Mining and Collieries Act and their consequent impact upon society at the time. |
| **Democracy** | **Ancient Greece (Spring)**   * Understand the origins of democracy were founded in Ancient Greece in Athens, but their form of democracy was not equal (women and slaves were unable to vote). * Comparison between democracy in Ancient Greece and Britain as a democratic country today. * Creation of government buildings e.g. the Pnyx - the official meeting place of the Athenian democratic assembly. |  |
| **Monarchy** | **Roman Empire (Autumn)**   * Understanding that the Romans were greater conquerors who created a formidable empire which was ruled by an emperor not a monarch. * Comparison of Julius Caesar and Emperor Claudius as leaders during invasions (their strengths, weaknesses and qualities as leaders). * Knowledge of Boudica as a Celtic queen who led a revolt against Roman rule in ancient Britain. | **Victorian Britain (Local History) - Summer**   * The immense reign of Queen Victoria and the concept of absolute monarchy been replaced by a fully constitutional throne (compare with previous learning of monarchs throughout time). * Queen Victoria and her husband Prince Albert championed the Industrial Revolution and developed the expansion of the British Empire. * Queen Victoria used her position as a monarch to rapidly make the lives of children in Victorian Britain better - look at the acts she brought in e.g. The Mines and Collieries Act’ (1842) and educational acts.   **The Final Invasion (1066 - the Battle of Hastings) - Spring**   * Knowledge of the concept of succession relating to the throne and that Edward the Confessor had no successor leading to the rise of three potential candidates: Harold Hardrada (Viking), Harold Godwinson (Anglo-Saxon) and William (French). * The Battle of Hastings established our present day monarchy (one monarch ruling) and William was crowned the first Norman king of England on Christmas Day in 1066. * Understanding of William as a monarch and how he controlled his people e.g. Domesday Book and the construction of castles. |
| **Settlement** | **Ancient Greece (Spring)**   * Knowledge of the term ‘civilisation’ and that Ancient Greece was made up of city states - organised with an urban centre (outer walls for protection and public spaces which included temples for worship and government buildings) and the surrounding countryside. * Comparison of two city states and why people chose to settle in each: Athens (a modernised, trade-focused, democratic, densely populated port) and Sparta (an insular community, militant society heavily focused on farming and conquering surrounded by mountains). * Knowledge of Greek architecture and the purpose for each type of building e.g. homes, religious buildings (Parthenon), market place (agora) and government buildings (pnyx) and what life was like for the inhabitants.   **Stone Age to Iron Age (Summer)**   * Understand how humans have developed from a nomadic lifestyle to living in settlements across all three periods. * Knowledge of similarities and differences between homes and why they changed across the three periods e.g. people migrated, sourced different materials for construction, homes needed to evolve to accommodate growing family sizes etc. * Study of Skara Brae (best preserved settlement from the time in the Orkney Islands) and how it helps historians learn about settlement from the time period. | **The Anglo-Saxons and Vikings (Autumn)**   * Know where the Anglo-Saxons settled in Britain and the reasons for this (greater expanses of farmland, new homes and invitations from other tribes). * The Anglo-Saxons eventually settled and established kingdoms (7 in total with 3 large and powerful ones – Northumbria, Mercia, Wessex with Mercia being where we are and was ruled by King Offa). * Know where the Vikings settled in Britain and the reasons for this (short distance, a warmer climate, riches and valuable resources and greater farming land availability). |
| **Migration** | **Stone Age to Iron Age (Summer)**   * Understand how the people of the Stone Age came to be in Britain (migrating from Africa across a wide land bridge joined to continental Europe enabling humans to move round the whole region). * Know that because there were no permanent settlements during the Stone Age, people migrated from place to place in order to obtain the food, resources and shelter they required. | **The Anglo-Saxons and Vikings (Autumn)**   * Know where the Anglo-Saxons came from (Denmark, Germany and the Netherlands) and their reasons for migrating to Britain. * Know where the Vikings came from (Denmark, Sweden and Norway) and their reasons for migrating to Britain. |
| **Religion/Beliefs** | **Ancient Greece (Spring)**   * Study of Greek architecture with a particular focus on the Parthenon - a temple in the middle of the Acropolis in Athens to honour the goddess, Athena. |  |
| **Invasion and conquest** | **Roman Empire (Autumn)**   * First encounter of the concept of ‘invasion and conquest’. * Prior to the Roman invasion of Britain, the land was inhabited by the Celts. * Knowledge of where, when and how the Romans invaded Britain. * Understand their reasons for invasion (to make their empire as big and powerful as possible and to seek natural resources, such as precious metals, slaves, and farmland. Britain had lots of materials including iron, lead, copper, silver, and gold that the Romans needed to support their growing empire and army). * Know about the attempted Roman invasions of Britain (understand that people are not always successful and why). * Knowledge of the successful invasion (study of Emperor Claudius in 43AD – look at how and why he was successful). | **The Anglo-Saxons and Vikings (Autumn)**   * Revisit the concept of invasion following the departure of the Romans from Britain which left Britain vulnerable with underlying tension between the Picts and Scots. * Understand that the Anglo-Saxons were initially raiders before becoming invaders of Britain. * Knowledge of the Anglo-Saxons as invaders and how they travelled to Britain. * Study of Sutton Hoo and the artefacts discovered in the hoard provide insights into the Anglo-Saxons as invaders. * Knowledge of the Vikings as invaders and how they travelled to Britain. * The invasion of the holy island of Lindisfarne (793AD) and the impact it had upon the people living on Britain’s coast.   **The Final Invasion (1066 - the Battle of Hastings) – Spring**   * Know about the Battle of Hastings and the key events which led up to it (Hardrada’s invasion, Battle of Stamford Bridge, Battle of Hastings and William’s coronation). * William triumphed in the battle earning himself the title ‘William the Conqueror). * The Battle of Hastings symbolised the last invasion of Britain. |
| **UKS2** | **Year 5** | **Year 6** |
| **Rules/Law** | **Tudors (Summer)**   * The Act of Supremacy in 1534 passed by Parliament which defined the right of Henry VIII to be supreme head on earth of the Church of England. | **Crime and Punishment (Autumn)**   * Knowledge of the three types of punishment: retribution, deterrence and rehabilitation. * Overview of all historic periods and the necessity of rules and changes within law over the course of these time periods. * Understanding of the current British legal system, ‘English Law’ and the two branches of the English legal system: criminal and civil. * Law in the Middle Ages removed power from the Church and led to the introduction of the Magna Carta.   **World War Two (Spring)**   * Knowledge of the Policy of Appeasement and the Treaty of Versailles and how the terms were broken by Adolf Hitler which consequently led to the outbreak of WWII. * Understanding of the racial rules/persecution imposed by Adolf Hitler under his Nazi dictatorship. * Understanding of rules implemented in Britain to keep civilians safe during the Blitz. |
| **Democracy** | There are a range of units within Year 5 which focus upon one leader (similar to absolute monarchy).  Ancient Civilisations, Ancient Egypt and Tudors can be examples of non-democratic societies. | **World War Two (Spring)**   * Comparison of a dictatorship and a democracy during WWII. * Knowledge of Adolf Hitler as a dictator and his influential radical beliefs upon the people of Germany. |
| **Monarchy** | **Tudors (Summer)**   * Henry VIII ascended the throne at the age of 18 following his father’s death. * Tudor Britain is an example of absolute monarchy. * Knowledge of how Henry VIII’s actions impacted Tudor Britain and how they have shaped modern day Britain. * Queen Mary and Elizabeth I (two sisters at war with Britain facing religious turmoil during their reigns).   **Ancient Egypt (Spring)**   * Pharaohs were the ancient Egyptian rulers and were both the heads of state and the religious leaders of their people. * Cleopatra was the last Pharaoh of Egypt. | **Crime and Punishment (Autumn)**   * Understanding of how monarchs across the ages have adapted and introduced rules to suit their needs (e.g. King William, Henry VIII etc.) and those who have implemented them for the needs of their people (e.g. Queen Victoria introducing policing and education laws).   **Early Islamic Civilisation (Summer)**   * Caliphs were the Islamic state’s supreme religious and political leaders (considered the spiritual leader of the entire Muslim population across the world). |
| **Settlement** | **Ancient Civilisations (Autumn)**   * Knowledge of where each ancient civilisation settled and consideration as to why (e.g. warmer climate due to location near to the equator, easy access to rivers providing water for irrigating farmland to grow crops, for fishing/food, for washing, for hygienic ways of dealing with sewerage/waste disposal, for an easier form of transport, for trade, for religious reasons etc.) | **Early Islamic Civilisation (Summer)**   * Compare and contrast Early Baghdad and London at the same time (Baghdad was a perfectly round city with all the important buildings located in the centre which were built to a high standard compared to the wooden straw huts of London which provided little shelter or protection). |
| **Migration** |  | **Early Islamic Civilisation (Summer)**   * There was ample migration towards Baghdad due to its location between two rivers (the Tigris and the Euphrates) and the world’s great trade route – the Silk Road (provided trade links with China, the Middle East and the Mediterranean as well as other settlements along the Silk Road). |
| **Religion/Beliefs** | **Ancient Civilisations (Autumn)**   * All believed in multiple Gods (polytheism) and they were responsible for managing and controlling different aspects of life. * Knowledge of the use of sacred buildings for burials e.g. Fao Hu’s tomb in Shang China. * Sumerian civilisation – each city worshipped a main god and built a ziggurat to honour them. * Indus Valley civilisation practised a religion involving the mixture of early Hinduism, Jainism and Buddhism where they worshipped two principal gods. * Shang civilisation - believed in a supreme God (Shang Di) and ancestor worship was central to their religious practice (life successes were based on the happiness of dead ancestors).   **Ancient Egypt (Spring)**   * Egyptians believed in multiple Gods (polytheism). * Strong belief in life after death (items placed in the tomb with them – e.g. Tutankhamun). * Significance of the role of pyramids as monuments to house the tombs of the pharaohs.   **Tudors (Summer)**   * Henry VIII breaking from the Catholic Church and birth of the Church of England (reformation). * Knowledge of the extremes Henry VIII went to in order to ensure his new faith was followed e.g. dissolution of the monasteries, religious persecution etc. * Queen Mary (Bloody Mary) came into power and tried to lead the counter-reformation and purge Protestantism through religious persecution involving torture and burning at the stake. | **Crime and Punishment (Autumn)**   * Anglo Saxons and Vikings believed that the accused was judged in the eyes of God e.g. trial by ordeal (cold water, hot water, hot iron). * In the Anglo Saxon and Viking periods, priests were positioned at the top of the hierarchy along with Kings and they had their own trial (blessed bread). * Trial by combat was introduced in the Norman period and religion continued to hold great power and influence – those involved with the Church were given special allowances and tried under Church Laws (Benefit of the Clergy).   **Early Islamic Civilisation (Summer)**   * The Prophet Muhammed was the founder of Islam in the city of Mecca in 610 AD. * Knowledge about the religion of Islam and how it spread from Mecca, Baghdad, India, Spain etc (formation of the Islamic Empire).   **World War Two (Spring)**   * Understanding of the persecution of the Jewish people under Nazi regime and the suffering they faced. |
| **Invasion and conquest** | **Tudors (Summer)**   * Knowledge of the War of the Roses (Yorks vs Lancastrians) with the death of Richard III and the birth of the Tudor dynasty with Henry VII. * Tudor Rose became a symbol of unity after the marriage of Princess Elizabeth (Edward IV’s daughter) and Henry Tudor. | **World War Two (Spring)**   * Knowledge of allies, axis and neutral countries during the war. * Knowledge of countries that Germany invaded and controlled for parts of the war. * Understanding of the Battle of Britain and why it was a key turning point in the war. * Knowledge of Germany’s unsuccessful invasion of Britain and its effect on life at the time (the Blitz and a local focus upon the impacts in Oldbury and the surrounding area).   **Early Islamic Civilisation (Summer)**   * Understand that the Golden Age of Islam ended with the collapse of the Abbasid caliphate due to Mongol invasions and the Siege of Baghdad in 1258 AD. |