



CUSP HISTORY Handbook

|
MIXED AGE SEQUENCE
PROGRESSION AND SEQUENCE TABLES

September 2023

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PROGRESSION AND SEQUENCE

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Study module by study module from Year 1 – Year 6

Includes Tier 2 and Tier 3 vocabulary reference


PURPOSE

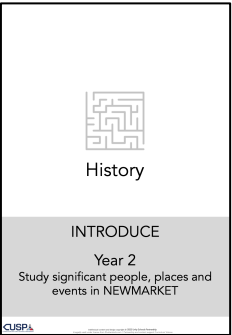
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REFERENCE: teachers can clearly see the cumulative nature of the curriculum model as well as a quick point of reference to connect prior learning.

QUALITY ASSURANCE: subject leaders know the substantive concepts, knowledge and vocabulary that pupils should remember and use when running Pupil Book Study.


KS1 CYCLE 1 HISTORY MIXED AGE TEACHING


Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y2 Events beyond living memory </p> 	<p>COMMUNITY POWER KNOWLEDGE DEMOCRACY</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>History</p> <p>Lives of significant people</p> <p>More lives of significant people</p> <p>Science</p> <p>Everyday materials</p>	<p>When and where? Where is London? When was the Great Fire of London?</p> <p>What? How did the fire start? Why did the fire spread so quickly?</p> <p>Study Sunday 2nd September 1666 - Where did the fire spread to?</p> <p>Study Monday 3rd and Tuesday 4th September 1666 - Where did the fire spread to?</p> <p>Study Wednesday 5th and Thursday 6th September 1666</p> <p>Evidence and change How do we know about the Great Fire of London?</p> <p>Study sources of evidence, including artefacts, newspapers and diary entries from Samuel Pepys and John Evelyn. What effect did the fire have on London?</p> <p>As a consequence of the fire, what changes were made to London?</p>	<p>bustling</p> <p>raged</p> <p>extinguished</p> <p>merchant</p> <p>engulfed</p>	<p>flammable</p> <p>devoured</p> <p>possessions</p> <p>ineffective</p> <p>doused</p>


Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y2 Significant historical events, people and places in their own locality NEWMARKET EXAMPLE</p> 	<p>COMMUNITY KNOWLEDGE POWER</p> <p>Monarchy, King, Queen, Religion, Society, Trade, Church, Settlement</p>	<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>History</p> <p>Lives of significant people</p> <p>More lives of significant people</p> <p>Events beyond living memory</p>	<p>Schools add local history - example for Newmarket here:</p> <p>Newmarket today Remember - what is Newmarket like today?</p> <p>Newmarket in the past King James I: what things happened in Newmarket's past? King Charles II: what things happened in Newmarket's past? The Great Fire: what things happened in Newmarket's past? World War II: what things happened in Newmarket's past?</p> <p>What I know about Newmarket Newmarket: what do you remember about the past?</p>	<p>jockey</p> <p>chronology</p> <p>memorial</p> <p>devastated</p> <p>converted</p> <p>founded</p>	<p>monarch</p> <p>common</p> <p>code</p> <p>coat of arms</p> <p>racecourse</p> <p>airfield</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y2 Revisit events beyond living memory </p>  <p>History</p> 	<p>COMMUNITY POWER DEMOCRACY KNOWLEDGE</p> <p>City, Monarchy, King, Merchant, Parliament, Society, Religion</p>	<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>History</p> <p>Lives of significant people</p> <p>More lives of significant people</p> <p>Events beyond living memory</p>	<p>What do you remember about the Great Fire of London?</p> <p>What happened during the Great Fire of London?</p> <p>What was the effect of the Great Fire of London and how do we know?</p>	<p>bustling</p> <p>raged</p> <p>extinguished</p> <p>merchant</p> <p>engulfed</p>	<p>flammable</p> <p>devoured</p> <p>possessions</p> <p>ineffective</p> <p>doused</p>



KS1 CYCLE 2 HISTORY MIXED AGE TEACHING


Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1 Changes within living memory </p> 	<p>COMMUNITY</p> <p>Nationality, Rights, Society</p>	<p>Past and Present</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p>Stages</p> <p>How have I grown and changed in my life?</p> <p>Changes</p> <p>What is it like around here?</p> <p>What are the shops in my community?</p> <p>What were shops like in the past?</p> <p>How have shops changed?</p> <p>Explain it</p> <p>How are shops different today than a long time ago?</p>	<p>toddler</p> <p>timeline</p> <p>present</p> <p>compare</p> <p>memory</p>	<p>community</p> <p>tills</p> <p>supermarket</p> <p>customer</p> <p>bakery</p>


Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1 The lives of significant people </p>  <p>History</p> <p>INTRODUCE Y1 The lives of significant individuals</p> <p>Mary Anning David Attenborough</p>	<p>KNOWLEDGE COMMUNITY</p> <p>Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer</p>	<p>Science Animals, including humans . Plants.</p> <p>Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Mary Anning Who was Mary Anning? What did she do? What did Mary Anning discover?</p> <p>David Attenborough Who is David Attenborough? What does he do? What has David Attenborough achieved?</p> <p>Compare Compare the lives of Mary Anning and David Attenborough. What was similar and what was different?</p>	<p>legacy inspire revealed explore similar</p>	<p>fossil documentary significant naturalist expedition</p>


Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y1 More lives of significant people </p> <div data-bbox="100 438 329 774" style="border: 1px solid black; padding: 5px; text-align: center;">  History <hr/> INTRODUCE Year 1 – More lives of significant individuals <small>CUSPA</small> </div> <p>Neil Armstrong Mae Jemison Bernard Harris Jr Tim Peake</p>	<p>KNOWLEDGE COMMUNITY</p> <p>Explore, Rights, Freedom, Society, Frontier, Pioneer</p>	<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>History</p> <p>Lives of significant people</p> <p>Science</p> <p>Animals, including humans</p> <p>Plants</p>	<p>Pioneer</p> <p>Who was Neil Armstrong? What did he achieve?</p> <p>Explorers</p> <p>Who is Mae Jemison? What did she achieve?</p> <p>Who is Bernard Harris Jr? What did he achieve?</p> <p>Who is Tim Peake? What did he achieve?</p> <p>Remember</p> <p>Compare the achievements of two significant individuals. What was similar and what was different?</p> <p>Study a third significant individual from the above.</p>	<p>legacy</p> <p>inspire</p> <p>pioneer</p> <p>explore</p> <p>similar</p>	<p>orbit</p> <p>racism</p> <p>significant</p> <p>astronaut</p> <p>expedition</p>

LKS2 CYCLE 1 HISTORY MIXED AGE TEACHING


Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y4 Britain's settlement by Anglo-Saxons and Scots </p>  <p>History</p> <p>INTRODUCE</p> <p>Year 4 Britain's settlement by Anglo-Saxons and Scots</p> 	<p>INVASION POWER COMMUNITY</p> <p>Kingdom, Monarchy Trade, Migration, Religion, Settlement, Conflict, King</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p>	<p>Cause Why did the Anglo-Saxons come to Britain?</p> <p>Where did the Anglo-Saxons come from?</p> <p>Anglo-Saxon life in Britain What was life like for Anglo-Saxons in Britain?</p> <p>What kingdoms were formed by the Anglo-Saxons?</p> <p>Evidence How do we know about the Anglo-Saxons?</p> <p>Religion How did religion influence the Anglo-Saxons? How do we know this?</p>	<p>abandoned</p> <p>defenceless</p> <p>dominant</p> <p>missionary</p> <p>pagan</p> <p>reliant</p>	<p>heptarchy</p> <p>laden</p> <p>sporadic</p> <p>vanquish</p> <p>viewpoint</p> <p>migration</p>


Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor </p>  <p>History</p> <p>INTRODUCE Year 4 The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor CUSPA</p>	<p>INVASION POWER COMMUNITY DEMOCRACY</p> <p>Kingdom, Trade, Migration Belief, Settlement, Heir, Monarchy, Conflict, King, Religion</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>Origins What was life like for Vikings? When did the Vikings attack Britain?</p> <p>Settlement Where did the Vikings invade and settle? Why were the Vikings so feared and successful?</p> <p>Struggle for power When were the Vikings most powerful? What peace was agreed between the Anglo-Saxons and Vikings?</p> <p>Consequence What happened to the Vikings in England? Why did the Normans and Vikings both think they had the right to the throne of England?</p>	<p>contested</p> <p>exile</p> <p>descendant</p> <p>heir</p> <p>plunder</p> <p>truce</p>	<p>decimated</p> <p>incursion</p> <p>ransack</p> <p>severed</p> <p>martyr</p> <p>marauding</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y4 The achievements of the earliest civilizations Ancient Egypt </p>  <p>The slide shows a maze icon with the word 'History' below it. Below that is a grey box with the text: 'INTRODUCE Year 4 The achievements of the earliest civilisations - Egypt study'. At the bottom left of the slide is the CUSPA logo.</p>	<p>CIVILISATION KNOWLEDGE POWER INVASION</p> <p>Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>People and place Who were a few of the earliest civilisations and what did they achieve?</p> <p>Who were the ancient Egyptians and where did they live?</p> <p>Ancient Egyptian kingdoms The Old Kingdom: who was significant and what did they achieve?</p> <p>The Middle Kingdom: who was significant and what did they achieve?</p> <p>The New Kingdom: who was significant and what did they achieve?</p> <p>Achievements and beliefs Achievements: how and what did the ancient Egyptians write?</p> <p>Achievements: How did the ancient Egyptians use the river Nile?</p> <p>Gods: what did the ancient Egyptians believe in?</p> <p>Evidence: what do we know about Tutankhamun?</p>	<p>colossal</p> <p>stability</p> <p>society</p> <p>civilisation</p> <p>irrigation</p> <p>mysteriously</p>	<p>funerary</p> <p>hieroglyphs</p> <p>artefact</p> <p>pillaged</p> <p>obelisk</p> <p>pharaoh</p>


Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y4 The achievements of the earliest civilizations Shang Dynasty </p> 	<p>CIVILISATION KNOWLEDGE POWER INVASION</p> <p>Empire, Kingdom, Settlement, Society, King, Nobility, Power, Queen, Beliefs, Trade, War, Hierarchy, Slave</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo- Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Early Civilisations Where and when did the first civilisations appear?</p> <p>People and places What was the Shang Dynasty and how was it organised?</p> <p>Bronze Age: where was the Shang Dynasty and when did they rule?</p> <p>Where is the Yellow River and why was it important to the Shang Dynasty?</p> <p>Beliefs and technology Oracle bones: what did the Shang people believe in?</p> <p>Shang Technology: what great things did craftspeople make?</p> <p>Warfare War: how did the Shang Dynasty fight battles?</p> <p>Evidence Significant individual: who was Fu Hao and how do we know about her?</p> <p>Explain: what do you know about the Shang Dynasty and their achievements?</p>	<p>cast</p> <p>chariot</p> <p>divine</p> <p>elaborate</p> <p>fertile</p> <p>silt</p>	<p>dynasty</p> <p>hereditary</p> <p>monarchy</p> <p>oracle</p> <p>polytheism</p> <p>sacrifice</p>



LKS2 CYCLE 2 HISTORY MIXED AGE TEACHING

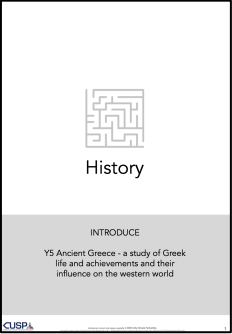
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y3 Changes in Britain from the Stone Age to the Iron Age </p> 	<p>KNOWLEDGE COMMUNITY POWER</p> <p>Settlement, Belief, Conflict, Trade, Trade routes, Migration</p>	<p>EYFS</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>History</p> <p>Lives of significant people</p> <p>More lives of significant people</p> <p>Events beyond living memory</p> <p>Revisit events beyond living memory</p> <p>Science</p> <p>Rocks</p>	<p>Stone Age</p> <p>Introduce the three periods of time in the Stone Age.</p> <p>What were Palaeolithic times like? How do we know?</p> <p>What were Mesolithic times like? How do we know?</p> <p>What were Neolithic times like? How do we know?</p> <p>Bronze Age</p> <p>When was the Bronze Age?</p> <p>What was the Bronze Age like? How do we know?</p> <p>How was the Bronze Age different to the Stone Age?</p> <p>Iron Age</p> <p>When was the Iron Age?</p> <p>What was the Iron Age like? How do we know?</p> <p>What changes do artefacts, burials and monuments tell us about the difference between the Stone Age, Bronze Age and Iron Age?</p>	<p>ancient</p> <p>community</p> <p>dense</p> <p>extinct</p> <p>roaming</p> <p>prehistory</p>	<p>domesticated</p> <p>arid</p> <p>gatherer</p> <p>nomad</p> <p>reared</p> <p>submerged</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y3 The Roman Empire and its impact on Britain </p> 	<p>INVASION POWER CIVILISATION</p> <p>Army, Conflict Empire, Settlement, Rules / Law, Rights, Tax, Trade, Nation, Emperor, Frontier, Religion</p>	<p>Lives of significant people</p> <p>More lives of significant people</p> <p>Events beyond living memory</p> <p>Revisit events beyond living memory</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>Science</p> <p>Rocks</p>	<p>People and belief Who were the Romans?</p> <p>What was it like to live in Rome?</p> <p>The invasion of ancient Britain Remember the Celtic people: what was it like to live during the Iron Age?</p> <p>When did the Romans invade Britain?</p> <p>Resistance and change Who resisted the Roman invasion?</p> <p>Technology: how did Britain change under Roman rule?</p> <p>Review session - can be used to elaborate or catch-up study.</p> <p>Belief: how did Britain change under Roman rule?</p> <p>SUMMARISE IT: what was the impact of the Roman Empire on Britain?</p>	<p>previously</p> <p>conquered</p> <p>rebellion</p> <p>luxurious</p> <p>culture</p> <p>settlement</p>	<p>amphitheatre</p> <p>emperor</p> <p>aqueducts</p> <p>invasion</p> <p>barbarian</p> <p>forum</p>

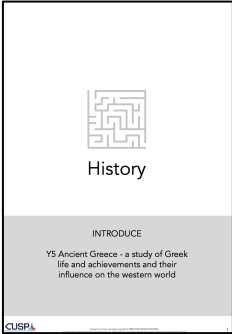
UKS2 CYCLE 1 HISTORY MIXED AGE TEACHING (Year 6 Content)


Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y6 Local history study How did conflict change our local area in WW2? </p>  <p>The slide shows a maze icon with the word 'History' below it. Below that, it says 'INTRODUCE' and 'Year 6 How did conflict change our local area in World War 2?' with the CUSPA logo at the bottom left.</p>	<p>POWER INVASION DEMOCRACY COMMUNITY</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p> <p>A non-European society that provides contrasts with British history</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Windrush generation</p> <p>Monarchs through time</p> <p>Battle of Britain</p>	<p>The Second World War Remember: The Battle of Britain and World War Two.</p> <p>The Friendly Invasion Why was East Anglia described as mini America?</p> <p>Places and People Where were the airbases in our locality?</p> <p>Why were these airbases important to the war effort?</p> <p>What effect did these airbases have on our local area?</p> <p>Memorials How do we remember the brave men and women who defended our country?</p>	<p>altitude</p> <p>boisterous</p> <p>cemetery</p> <p>penetrate</p> <p>strategic</p> <p>supremacy</p>	<p>airbase</p> <p>Axis</p> <p>Bombardment</p> <p>Incendiary</p> <p>Memorial</p> <p>segregation</p>

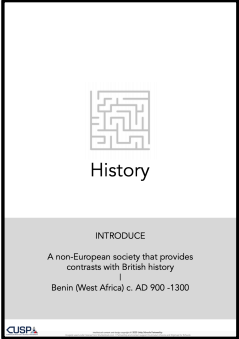
Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y6 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Windrush generation </p>  <p>History</p> <div style="background-color: #e0e0e0; padding: 5px; text-align: center;"> <p>INTRODUCE</p> <p>Year 6 Windrush generation</p> </div> 	<p>COMMUNITY DEMOCRACY POWER</p> <p>Alliance, Ancestor, Army, Colony, Conflict, Freedom, Migration, Immigration, Monarchy, Peace, Rights, Rules, Society, Trade, Voyage, Religion, Nationality</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p> <p>A non-European society that provides contrasts with British history</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>People and place Where are the Caribbean islands? What's their history?</p> <p>Migration and settlement How did the people of the Caribbean help Britain in the war against Nazi Germany and Hitler?</p> <p>Why did people migrate from the Caribbean to England in 1948?</p> <p>What was life in London like for the Windrush pioneers?</p> <p>Who was Sam King and what did he do?</p> <p>Who was Norma Best and what did she do?</p> <p>Application How did the Windrush migration change Britain for the better?</p>	<p>intolerance</p> <p>immigrate</p> <p>prejudice</p> <p>colony</p> <p>emigrate</p> <p>discrimination</p>	<p>racism</p> <p>segregation</p> <p>diversity</p> <p>disembarked</p> <p>demobilised</p> <p>iniquitous</p>


Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y5 Ancient Greece – a study of Greek life and achievements and their influence on the western world </p>  <p>Place and time</p>	<p>CIVILISATION POWER DEMOCRACY KNOWLEDGE</p> <p>Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain’s settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p> <p>A non-European society that provides contrasts with British history</p>	<p>People and belief Who were the Ancient Greeks and when did they rule?</p> <p>Powerful city-states City-states: what was the difference between Athens and Sparta? What was democracy like in Athens?</p> <p>Pivotal battles What happened at the Battles of Marathon and Salamis? Why were they important?</p> <p>Legacy Who was Alexander the Great and why was he so renowned?</p>	<p>democracy</p> <p>honour</p> <p>phenomenal</p> <p>deteriorated</p> <p>armoured</p> <p>oppressive</p>	<p>city-state</p> <p>tyrant</p> <p>sanctuary</p> <p>tactical</p> <p>valiantly</p> <p>unified</p>


UKS2 CYCLE 2 HISTORY MIXED AGE TEACHING (Year 5 Content)

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y5 Ancient Greece – a study of Greek life and achievements and their influence on the western world </p>  <p>Myths, Legends and Culture</p>	<p>CIVILISATION POWER DEMOCRACY KNOWLEDGE</p> <p>Army, City-State, Conflict, Democracy, Empire, Enemy, Military, Belief, Navy, Rights, Ruler, Settlement, Slave, Society, Trade, Voyage and War</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain’s settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p> <p>A non-European society that provides contrasts with British history</p>	<p>People and belief Who were the Ancient Greeks and when did they rule? What beliefs did the Ancient Greeks hold?</p> <p>Ancient Greek way of life (culture) Why was the theatre important to the Ancient Greeks? What myths and fables did the Ancient Greeks create?</p> <p>Legacy Why were the Olympic games invented by the Ancient Greeks?</p>	<p>democracy</p> <p>honour</p> <p>phenomenal</p> <p>deteriorated</p> <p>armoured</p> <p>oppressive</p>	<p>city-state</p> <p>tyrant</p> <p>sanctuary</p> <p>tactical</p> <p>valiantly</p> <p>unified</p>

Year group, Unit Title and Name	Substantive concept	Previous Learning	Big Ideas/Key Questions/Learning Foci	Tier 2 Vocabulary	Tier 3 Vocabulary
<p>Y5 A non-European society that provides contrasts with British history Maya c.AD 900 </p> 	<p>CIVILISATION KNOWLEDGE POWER</p> <p>City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p>	<p>People and place Where did the Maya live? What were the significant events in the Maya's history?</p> <p>City-states What were Maya city-states like? City-state study – Tikal, Palenque or Chichen Itza</p> <p>Inventions What did the Maya invent?</p> <p>Consequences What happened to the Maya city-states?</p> <p>Comparisons Remember Britain and the Anglo-Saxons</p> <p>Compare location, settlement, people, culture and invention between Anglo-Saxons and Maya c. AD 900</p>	<p>population</p> <p>famine</p> <p>descendant</p> <p>declining</p> <p>citizen</p> <p>native</p>	<p>deforestation</p> <p>codex</p> <p>sacrifice</p> <p>astronomy</p> <p>warrior</p> <p>polytheistic</p>

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<p>Y5</p> <p> </p> <p>A non-European society that provides contrasts with British history</p> <p> </p> <p>Benin (West Africa) c. AD 900 - 1300</p> <p> </p> 	<p>CIVILISATION KNOWLEDGE POWER</p> <p>City-State, Conflict, Enemy, Famine, King, Nobility, Queen, Belief, Ruler, Rules and law, Settlement, Trade, War</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p>	<p>Locality and early rulers Where was ancient the kingdom of Benin located? Who were the first rulers of the Edo people?</p> <p>Beliefs and way of life Who were the Oba and what did they do?</p> <p>What features did the kingdom of Benin's capital city have?</p> <p>What was life like in ancient Benin City? What was the significance of trade in the city?</p> <p>Comparison Remember: What do you know about Anglo-Saxons and William the Conqueror?</p> <p>What was similar and different between Benin and Anglo-Saxon Britain?</p> <p>Evidence What happened to the mighty Benin City?</p> <p>Remember Explain: what do you know about Benin, their achievements and demise?</p>	<p>demise</p> <p>destruction</p> <p>flourish</p> <p>overthrow</p> <p>radiate</p> <p>sophisticated</p>	<p>ancestral</p> <p>animism</p> <p>fortification</p> <p>guild</p> <p>infrastructure</p> <p>ritual</p>

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<p>Y6 OPTION</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p> </p> <p>Monarchs through time</p> <p> </p> 	<p>POWER INVASION DEMOCRACY</p> <p>Conflict, Conquest, Empire, Monarchy, Queen, King Ancestor, Aristocracy, Church, Religion, Peace, Nation, Parliament Society, Rules / law, War</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p> <p>A non-European society that provides contrasts with British history</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Windrush generation</p>	<p>William the Conqueror How is William I remembered? What legacy did he leave?</p> <p>Henry VIII How is Henry VIII remembered? What legacy did he leave?</p> <p>Elizabeth I How is Elizabeth I remembered? What legacy did she leave?</p> <p>Charles II How is Charles II remembered? What legacy did he leave?</p> <p>Queen Victoria How is Queen Victoria remembered? What legacy did she leave?</p> <p>Summary In your opinion, who was the greatest past monarch? Why is that?</p>	<p>lucrative</p> <p>prosperity</p> <p>republic</p> <p>plundered</p> <p>arrogant</p> <p>duplicitous</p>	<p>aristocracy</p> <p>monastery</p> <p>dissolution</p> <p>privateers</p> <p>industrialisation</p> <p>annulment</p>

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<p>Y6 OPTION A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Battle of Britain </p> 	<p>POWER INVASION COMMUNITY</p> <p>Monarchy, King, Conflict, Democracy, Dictator, Freedom, Laws, Military, Parliament, Prime Minister, Rights, War</p>	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>The achievements of the earliest civilizations</p> <p>A non-European society that provides contrasts with British history</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Windrush generation</p> <p>Monarchs through time</p>	<p>Cause Why did Britain declare war on Germany in 1939?</p> <p>Food shortage Why was rationing introduced?</p> <p>Threat Why were people evacuated from cities?</p> <p>Battle of Britain What happened in the Battle of Britain?</p> <p>Bombing cities The Blitz: how did Hitler continue to attack Britain?</p> <p>Consequence How did conflict change society in the Second World War?</p>	<p>ferocious</p> <p>infantry</p> <p>civilians</p> <p>intercept</p> <p>radar</p> <p>occupation</p>	<p>anti-Semitic</p> <p>Luftwaffe</p> <p>blitzkrieg</p> <p>evacuated</p> <p>rationing</p> <p>blackout</p>