History: Progression of Knowledge

History focus, Years 3 to 6

Our historical concepts

Historical Perspective | Continuity & Change | Evidence & Interpretation | **Chronology** | Historical Significance | Cause & Consequence | Similarities & Differences

Year 3

Autumn Term

Wild World

- I know significant historical weather events
- I know about how global weather events can impact the lives of people
- I know how weather events in the past have shaped the environment today

Spring Term

Stone Age to Iron Age

- Know that time is commonly divided into two periods known as BCE (before common era) and CE (common era); know that these are sometimes replaced with BC (before Christ) and AD (Anno Domini, meaning year of our lord) (retrieval)
- Know that when we talk about history we are usually referring to the period during which we have written records of what happened; the period before this is called prehistory
- Know that human prehistory is commonly divided into three periods: the Stone Age, the Bronze Age and the Iron Age
- Know that these ages are named after the different materials that humans used for tools; the periods are different in different parts of the world so it is difficult for historians to know exactly when these periods begin or end, and they do not fit well to all parts of the world
- Know that the Stone Age lasted a very long time.
- Know that the Stone Age is divided into three parts: the Palaeolithic, the Mesolithic and the Neolithic; relate these to their Greek etymology (paleo - ancient; meso - middle; neo - new; lithos - stone)
- Know that the Palaeolithic was by far the longest part of human prehistory; during this time humans hunted large animals and they did not settle and live in one place; they were hunter-gatherers, who slept in caves and temporary shelters
- Know that wood, bone and flint was used during the Palaeolithic for tools; flint is a stone that can be made into a sharp point she parts of it are broken off using a harder stone; this could then be used as a weapon, to cut meat to scrape or as a mallet
- Know that cave paintings exist from the Palaeolithic period exist, such as those at Lascaux (see resource below); know that along with tools, these artefacts are historical sources
- Know that the Mesolithic era followed the Palaeolithic era and roughly lasted between 10,000 and 4,000 BCE
- Know that during the Mesolithic era, humans acquired lots of their food by foraging for wild fruits and nuts, with some hunting too; this is known as being a hunter-gatherer
- Know that the Neolithic era began in Britain in roughly 4,000 BCE; during this time, humans began to settle in larger villages and stay in one place; this meant that they could grow crops and raise animals; this produced more food than being a hunter-gatherer, so the population grew; this also meant that there was enough surplus food for people to begin specialising in different aspects of life (e.g. making pottery, making weapons, etc)
- Know that it was sensible for groups to live together to protect each other from wild animals and other groups of people
- Know that the tools used in the Neolithic era were even more sophisticated and pottery became common
- Know that the Bronze Age began in approximately 2,000 BCE in Britain; humans smelted copper ore and added tin to make bronze metal, which could be used to make tools in many more shapes than stone
- Know that during the Bronze Age settlements grew larger; pottery became more advanced and textiles began to be created commonly be weaving together natural materials like wool
- Know that round houses were common at this time (see resource below)
- Know that the Iron Age began in approximately 800 BCE in Britain and lasted until the Romans invaded in 43.
- Know that iron was easier to manufacture and when it was combined with carbon made steel which was much stronger than bronze or iron
- Know that the Iron Age saw major advances in architecture with dwellings with multiple rooms and stables becoming more common

- Know that Iron Age Britain was often a violent place, with people living in clans that were part of tribes led by warrior kings; many people live in hill forts to keep safe from attacks
- I know how my locality has been shaped by what happened in the past.
- I know about a period of history that has strong connections to my locality and understand the issues associated with the period

Summer Term

Ancient Egypt

- Know that ancient Egypt was one of the world's oldest civilisations and that was located along the River Nile (see resource below)
- Know that ancient Egypt is considered to be a predominantly Bronze Age Civilisation
- Know that the word civilisation comes from the Latin word "civitas" meaning city
- Know that a civilisation is considered by most historians to be a collection of urban areas (i.e. towns and cities) with a settled population doing specialised jobs and trading with one another; written language, artwork and monuments are more common in civilisations
- Know that historians don't always agree on what makes a civilisation; saying that a society was 'uncivilised' is often considered an insult and a way for people in certain places to feel superior to others
- Know that people began to settle near the River Nile in North Africa during the Neolithic period of the Stone Age
- Know that in the first 500 years of ancient Egypt, the idea of kingship developed.
- Know that the earliest civilisations, including ancient Egypt, were formed on the floodplains beside rivers because settled people needed a supply of water and good soil for growing crops; when rivers flood they deposit soil with lots of nutrients beside the river, making this a place where crops grow well, agriculture can thrive and livestock can be kept
- Know that the River Nile is the longest river in the world and locate it on a map; know that during the time of ancient Egypt, the Nile flooded every year
- Know that the River Nile was also used as a means of transporting people and goods; it was also the source for the water used in irrigation in ancient Egyptian agriculture
- Know that ancient Egypt had a strict social hierarchy; this means that people had more or less control over their lives depending on their role and this did not change; the pharaoh was at the top of the hierarchy; his advisers, high priests and nobles were next; officials and scribes who worked for the government were next; craftsman who made things were next; below them were peasants, and enslaved people were at the bottom of the hierarchy
- Know that after their death, some people in ancient Egypt were mummified; this was an expensive process so not many people could afford it; pharaohs were mummified along with some other more powerful people; bodies were mummified due to the ancient Egyptians belief that they would need their bodies in the afterlife
- Know that mummification involved the removal of the internal organs of the body, except for the heart, drying the body and then wrapping the body up in linen (see resource below)
- Know that artefacts from the past, including examples of writing, tend to be created and owned by those in a position of privilege; because of this we might not get a full picture of the past; e.g. precious objects from the past tend to have been the possessions of wealthy people
- Know that the pyramids, inc the Great Pyramid at Giza, were built as monuments to dead pharaohs; recognise the Great Pyramid by sight
- Know that the Egyptians began using a form of writing called hieroglyphics neat the very start of the ancient Egyptian civilisation
- Know that myths are traditional stories that often explain the early history or major events of a group of people; myths often include supernatural elements including Gods
- Know that a creation myth is a story that explains how something began; often creation myths tell a story of how the whole world began
- Know that the ancient Egyptians had many creation myths that they thought worked together to reveal the truth; in each, a sun god rises from a mound of Earth to control the world; often the sun god was considered to be Ra
- Know that the ancient Egyptians believed in many gods
- Know that many pharaohs were buried in a place called the Valley of the Kings; know that a relatively unimportant king's tomb - that of Tutankhamun - was found in 1922 and that the artefacts found became world-famous – Howard Carter
- Know that a century is 100 years; know that a millennium is 1,000 years

Contrasting locality Nottinghamshire

- know that Nottinghamshire contains part of Sherwood Forest, famous for the story of Robin Hood
- know that King John had to sign a Magna Carta and a Charter of the Forest which gave rights to the ordinary people

- know that the population of Nottinghamshire grew due to the coal found there

Year 4

Autumn Term

Ancient Greece

- Know that time is commonly divided into two periods known as BCE (before common era) and CE (common era); know that these are sometimes replaced with BC (before Christ) and AD (Anno Domini, meaning year of our lord)
- Know that a civilisation is considered by most historians to be a collection of urban areas (i.e. towns and cities) with a settled population doing specialised jobs and trading with one another; written language, artwork and monuments are more common in civilisations
- Know that the maintenance of laws and stability in these ancient civilisations was provided by governments, usually led by powerful rulers, like monarchs (kings , queens, emperors or empresses)
- Know that some historians argue that ancient Greece was the most influential period in European history in terms of the ideas that were created there
- Know that ancient Greece is considered by historians to have had four particularly noteworthy periods between 2000 BCE and 146 CE: the Bronze Age, the Archaic Age, the Classical Golden Age and the period in which Alexander the Great made conquests over a large area; as with many ancient historical periods historians disagree upon the exact beginning and end dates of these periods or even whether these periods describe the time well; such periods are always descriptions applied when looking back in time
- Know that many Greek myths and stories describe events and heroes that are inspired by this period, including the Iliad, the Odyssey and Theseus and the Minotaur
- Know that the Archaic Period began in 850 BCE when ancient Greece began to trade more with the wider world; this period lasted until around 600 BCE
- Know that during the Archaic Period, the ancient Greeks invented the alphabet that is used to write many languages to this day, including English; the word alphabet comes from the words “alpha” and “beta”, which are the first two letters of the Greek alphabet
- Know that the ancient Greeks believed in many gods, including Zeus (king of the gods), Athena (goddess of reason, wisdom and war, after whom the city of Athens was named), Hades (god of the dead and the underworld) and Poseidon (god of the sea)
- Know that the first Olympic games took place in this period; this eventually inspired the modern Olympics, but the original games were a much shorter affair with just a few events; the Olympics were named after Mount Olympus, the highest mountain in Greece, the summit of which was said to be where the Greek Gods lived (see resource below)
- Know that throughout most of its history, ancient Greece was a collection of independent city-states that shared a language and aspects of culture; Athens and Sparta were two of these city-states, though there were others
- The ancient Greeks were a seafaring people, partly because of the need to trade but partly also because of the Greek islands that surround the area
- Know that Athens and Sparta had different laws, money and rulers; the two cities were rivals
- Know that democracy is a form of government in which the government is controlled to some extent by the people who live there; it usually requires that people vote to make important decisions
- Know that Athens was a city-state that for periods implemented the first example of a democracy (demos - people; cracy - rule); however Athens’s democracy was very limited as only adult men; this means that women, children and enslaved people were not permitted to vote
- Know that Athenians valued art and architecture; there were magnificent buildings in Athens such as the Parthenon which was part of the Acropolis, a group of buildings at the highest point in Athens (see resource below);
- Know that the beautiful architecture of ancient Greece inspired many beautiful buildings elsewhere even into modern times
- Know that Athens had a powerful navy; a navy is the military of a country that operates at sea, mainly using ships
- Know that Sparta was a city-state that was not a democracy; it was ruled by two kings at the same time supported by a few other people who made all of the important decisions
- Know that Spartans valued military strength on land; it wanted its population to be hardened ready for war at all times; boys were taken from their mothers at age 7 to learn the skills of fighting and discipline
- Know that Spartans valued strength and encouraged people to reject luxuries for a life of discipline
- Know that a king called Philip II of Macedon (a part of ancient Greece) conquered most of the city states of ancient Greece
- Know that Philip II of Macedon employed Aristotle to teach his son, Alexander

- Know that Alexander succeeded his father and became king, he proved to be an even better military general than his father; Alexander's armies conquered all of ancient Greece and a massive area outside of it; this area included the locations of the three oldest civilisations learned about in Year 3 (Egypt, Sumer and the Indus Valley)(see resource below)
- Know that the ancient Egyptian civilisation ended when an ancient Greek ruler, Alexander the Great, conquered Egypt in 332 BCE (retrieval)

Spring Term

Romans

- Know that time is commonly divided into two periods known as BCE (before common era) and CE (common era); know that these are sometimes replaced with BC (before Christ) and AD (Anno Domini, meaning year of our lord)
- Know that a civilisation is considered by most historians to be a collection of urban areas (i.e. towns and cities) with a settled population doing specialised jobs and trading with one another; written language, artwork and monuments are more common in civilisations
- Know that, according to one legend, Rome was founded on the banks of the river Tiber in 753 BCE by twin brothers, Romulus and Remus, who had been raised by wolves; according to legend, Romulus then killed his brother after a quarrel, and Rome takes its name from him
- Know that the Roman Republic was threatened in 43 BCE when a popular military leader called Julius Caesar made himself dictator for life before being assassinated in the same year
- Know that a dictator is a person with absolute authority over a territory (i.e they have complete control and they answer to nobody in how they use their power)
- Know that an emperor or empress is a monarch who governs many nations or separate territories; a group of nations or separate territories ruled by an emperor or empress is called an empire (retrieval)
- Know that the Roman Empire also controlled the territory that is now called Palestine, where Jesus Christ was born;
- Know that the Roman Empire was enlarged by its powerful and well organised military; men from all over the empire joined the Roman army with a promise of money or land if they served in the army for 25 years; there were people of a variety of ethnicities within the Roman army
- Know that the city of Rome was the centre of the Roman Empire and it is today the capital city of Italy
- Know that the Roman Empire mainly existed around a body of water called the Mediterranean Sea (see resource below)
- Know that the Romans were essentially pragmatic; they took many ideas from other cultures, especially ancient Greece, and made them work in practice; Roman architecture borrowed many ideas from Greek architecture,
- Know that the Romans believed in gods that were similar to those of the ancient Greeks because they admired the culture of the ancient Greeks and copied lots of it; for example, they renamed Zeus as Jupiter, Athena as Minerva, Hades as Pluto and Poseidon as Neptune
- Know that many Romans watched violent sports for entertainment, including fights between gladiators in the Colosseum (see resource below)
- Know that Romans used different symbols to show numbers compared to the ones that we use today; for example, I = 1, V = 5, X = 10, L = 50 and C = 100
- Know that before the first Roman invasion of Britain in 55 BCE, the people of the island that we now call Britain lived in small or large settlements and forts, including hill forts, in tribes or clans who probably raided neighbouring tribes and clans to steal cattle and other animals; these clans or tribes were not unified in any way and would not have seen themselves as Britons (see resource below)
- Know that most people would have lived in basic houses constructed using wattle and daub, a method of construction in which sticks are woven together and then daubed with a sticky material, usually a mixture of soil, sand and straw (see resource below)
- Know that Julius Caesar's army invaded in 55 BCE and 54 BCE, but he did not conquer the territory; know that Britain was conquered around a century later by the Roman army in 43 CE on the orders of Claudius, the Roman Emperor at the time
- Know that the reason for conquering Britain was partly for the metals that could be mined in Britain
- Know that the Roman generals - as they often did as part of conquering a new territory - made treaties with leaders to make it easier to govern the parts of Britain that they had conquered
- Know that the Romans changed the way of life in much of what we now called Britain; they built large towns with stone houses containing heating; they also built sewage systems and long, straight roads connecting these towns, evidence of which can still be found today
- Know that there was no written language in Britain before the Romans conquered it; important people in Britain began to speak and write in Latin, the language used by the Romans; the Romans also made using coins to buy things popular throughout Roman Britain, replacing bartering that was still used widely before then

- Know that many people in Britain felt that the conquest by Rome had robbed them of their freedom and way of living; many had their land taken away from them and they had to pay taxes to the Romans; the queen of a tribe called the Iceni from East Anglia called Boudicca was particularly aggrieved when a treaty that had been made with her husband did not continue after he the had died and her land was taken away; when she protested this, she and her daughters were treated terribly by the Romans
- Know that Boudicca led a rebellion against the occupying Roman army in 61 CE, in which the Roman towns of Colchester, London and St Albans; her army slaughtered every Roman in the first of these, around 70,000 people, and burned all three cities to the ground
- Know that, despite being outnumbered, the Roman army defeated Boudicca's army; Boudicca is thought to have killed herself rather than be captured by the Roman army
- Know that Boudicca is considered by some as a heroic symbol representing the independence of Britain (see resource below)
- control from the people north of the wall that the Romans considered to be dangerous
- Know that towards the end of the 4th century BCE, Roman soldiers were recalled to Rome to defend the rest of the empire; in 410,
- Know that the legacy of the Roman Empire is vast, from ideas in law (such as trial by jury, contracts, and civil rights) to government (many modern governments are influenced by the Roman republic); from architecture to engineering; from the Latin language to the spread of Christianity
- Know that Julius Caesar (an important Roman emperor who we will learn about in Year 4) wrote about what Britain was like in 55 BC, about 100 years before the Romans invaded Britain (see resource below)
- Know that an emperor or empress is a monarch who governs many nations or separate territories; a group of nations or separate territories ruled by an emperor or empress is called an empire
- I know how my locality has been shaped by what happened in the past.
- I know about a period of history that has strong connections to my locality and understand the issues associated with the period

Summer Term

Farm to Fork

- I know that farming methods have changed over the last 500 years
- I know that farming was labour intensive and that all jobs had to be done by labourers
- I know that farming changed when machinery was introduced and that not everyone was in agreement with this
- I know that intensive farming and super farms can have harmful effects on the environment
- I know the importance of Lincolnshire as a farming community in the past and now

Year 5

Autumn Term

Vikings

- Know that after the withdrawal of the Roman army at the beginning of the 5th century, tribes from the north called Picts and Scots intensified their raids on Britain
- Know that tribes from continental Europe called the Angles, Saxons, Jutes and others began arriving in Britain from what is now Germany, Denmark and the Netherlands, often coming into violent conflict with those living in Britain at the time;
- the period during which the Anglo-Saxons controlled Britain is sometimes known as the Dark Ages
- Know that a historian and monk called Bede writing centuries later described the arrival of the Anglo-Saxons as a sudden arrival that drove the other British inhabitants into exile; however, modern historians question this account and suggest that the arrival took place over centuries and may not have involved as many people as stated by Bede
- Know that because the Anglo-Saxons took control of much of Britain, we tend to describe the people in Britain at this time as Anglo-Saxons
- Know that the Anglo-Saxons settled mostly along rivers and chose to not inhabit previous Roman buildings, preferring to build their own homes, except when Roman buildings were useful as forts
- Many cities and towns that still exist trace their names back to Anglo-Saxon words: bury - fortified place; ford - shallow river crossing; ham - village; stead - place; wick/wich - farm
- Know that by 586, the part of Britain that we now know as England (from land of the Angles) was divided into seven kingdoms, called the heptarchy: Northumbria, Mercia, Wessex, Sussex, Essex, Kent and East Anglia (see resource below); each kingdom was ruled by a king, but the number of kingdoms and sub-kingdoms fluctuated as kings competed for supremacy

- Know that in 597, the Pope (the head of the Catholic Church in Rome) sent a monk called Augustine to convert King Aethelbert (the king of Kent) to Christianity; Augustine became the first Archbishop of Canterbury; over the next century churches and monasteries were built as many Anglo-Saxons converted to Christianity; monasteries were places where people could live lives of quiet prayer; some of these monasteries became renowned centres of Christianity and learning, including Lindisfarne and Iona
- Know that monasteries like Lindisfarne were home to precious treasures, including incredible works of art like the Lindisfarne Gospels that were created by monks
- Know that more invaders from further north of the continent that we now call Europe began raiding Britain in 793; these invaders came via longships from Scandinavia (see resource below); the word "Viking" comes from the Norse word "vikingr" meaning pirate
- Know that Viking longships could travel far and quickly, powered both by the wind and by the people on board using oars; they could traverse oceans, row up rivers and were light enough to be carried across land where necessary (see resources below)
- Know that the Vikings raided Anglo-Saxon Britain as it was wealthy, accessible by sea and parts were poorly defended
- Know that the Vikings raided Lindisfarne in 793, signalling the start of the centuries of Viking raids on Britain; this was written about in the Peterborough version of the Anglo-Saxon Chronicle, a historical source written over a century later (retrieval) (see resource below)
- Know that the Vikings continued to raid the British coastline for around 70 years; some in England preferred to pay the Vikings not to raid them rather than fight; the money paid was called danegeld
- Know that in 865, the Great Viking Army from Denmark invaded England and captured York (which they called Jorvik) and made it their kingdom; the Vikings then conquered Mercia before being defeated by Egbert's grandson Alfred in battle; the two sides made terms that split England in half, with Alfred in control of the East and the Danish Vikings in control of the west, called Danelaw; the existence of the Danelaw saw the intermingling of lots of aspects of Viking and Anglo-Saxon culture
- Know that in the century that followed, the English throne passed between the descendents of Alfred and Danish kings; in 1046, Edward the Confessor (named due to his devout Christianity) became king; he died in 1066 without leaving an heir to the throne.

Spring Term

North American study

- Know that much of Western coast of USA was settled by pioneers with basic supplies and support
- Know that in the 1840s gold was discovered in parts of Colorado sparking a Gold Rush which saw the population increase dramatically
- Know that the Gold Rush legacy remains today through the settlements along the gold seam.

Summer Term

The changing face of Lincoln (Our Story)

Lincoln 1066-1700

- William the conqueror designed and had castles and strongholds built across England to subdue the local saxon population.
- Lincoln was chosen as a site, partially because it had been a trading centre and partly because the landscape gave the castle advantage
- The castle was first built in wood and then gradually replaced in stone – the cathedral was started around the same time
- 1215 – Magna Carta. King John was unpopular with the barons, a revolt lead to the king being forced to sign a document which reduced his supreme power
- The Magna Carta is a document that many other constitutions are built on, it set out the rights of every free man not to be imprisoned, punished or have his lands taken without a trial by his peers, meaning that the king couldn't do as he wanted
- Lincoln's wealth was built on the wool trade, the city was the only place that could dye and create the cloth 'Lincoln Green' made famous by Robin Hood
- 1400s saw the beginning of a civil war in England, two parts of the royal family laying claim to the throne and going to battle to win.
- War of the Roses ended with Henry VII defeating Richard III.
- Henry's son Henry VIII inherited a rich country, he desperately needed a son and would change the country forever because of this drive
- Henry's wife was too old to have more children, he was unable to get a divorce to re-marry so split the English church and made himself the head of church in England. He could then give himself a divorce
- The new church of England would have changed how the cathedral looked, there were new rules about decoration and statues of saint

- In 1600s another civil war affected Lincolnshire, this time between royalists and parliamentarians
- Oliver Cromwell was victorious 1651.
- 1685 formation of the Lincolnshire regiment known as the Yellowbellies

Lincoln industrial revolution

Victorians

- Know that the Industrial Revolution is the name given to vast changes to the world that began in Britain and that accelerated the creation of the modern world as we understand it; in particular, the Industrial Revolution involved a shift from an economy where the vast majority of people worked on farms and/or made things by hand to one where the majority of production of goods depended on machines, often in factories
- Know that at the start of the Industrial Revolution (circa 1750), around 15% of people in Britain lived in towns and cities; by 1900 around 85% lived in towns and cities
- Know that science increasingly influenced new technologies and that iron (to make steel) and coal (to power machines) were key resources; the invention of new machines, especially engines that used steam to generate power, changed how quickly and efficiently things could be made
- Know that factories containing these machines were built in urban areas and that people migrated to these places in search of work
- Know that the factories produced a lot of air pollution, which led to health problems and changed the way that many towns and cities looked
- Know that the invention and development of new types of infrastructure (especially railways and steamships) and communication technologies (telegraph and radio) meant that goods could be transported and places could create lots of a given product and sell it to people far away, including people in other countries
- Know that while the living conditions were, by modern standards, dreadful for the poor who lived in rural areas before the Industrial Revolution, conditions in crowded cities were often even worse, with disease and extreme poverty common; however, improvements in food production and higher wages meant that through the course of the Industrial Revolution, life expectancy increased and the population in Britain grew rapidly, more than doubling during the 19th century alone
- Know that children were often sent to work long hours in factories and mines in order to help their family to survive; they often did dangerous jobs in awful conditions; in 1833, just before the beginning of the Victorian era, a law was passed that forbade employment of children under the age of 9 and ensured that children between the ages of 9 and 13 worked a maximum of 9 hours per day; however, this did not bring a rapid halt to the practice (see resource below)
- Know that social movements developed that attempted to protect the rights of working people and to try to ensure power was more widely distributed
- Know that the Industrial Revolution started in Britain and spread through Europe and to parts of the rest of the world
- Know that the Industrial Revolution consolidated and accelerated Britain's power across the globe

Year 6

Autumn Term

WWI & WWII

- Know that World War 1 - known at the time as the Great War - was the first war in which countries from across the globe were dragged into one wide-reaching conflict; this was due to the empires that the European countries relied upon for resources and troops; however, many countries remained neutral and were not directly involved in World War 1
- Know that Germany, exhausted from the war effort and lacking the resources of an extensive global empire to sustain its economy, surrendered in 1918; at Versailles, Germany was forced to sign a treaty that forced it to pay reparations to France and other countries, to give up some of its territory and to refrain from having an army in future
- Know that the borders of countries and the names of countries sometimes change; these changes often come about due to conflicts, social movements or political decisions (retrieval)
- Know that economic problems known as the Great Depression saw mass unemployment across Europe; Germany - already struggling with its reparations payments - was especially hard hit; riots and civil unrest erupted across Germany, and their people became more open to radical solutions to solve the problems of the country
- Know that following World War 1 (known at the time as the Great War) people in many countries sought national unity and what they perceived as strong leadership
- Know that Adolf Hitler, took power in Germany, leading a party called the National Socialists or Nazis; Hitler had been voted into power, but he quickly moved to dissolve democracy in Germany

- Know that Hitler began breaking the rules that had been placed on Germany by the Treaty of Versailles, for example by building up Germany's military.
- Know that Hitler was an anti-Semite who spread conspiracy theories about the Jewish people of Europe.
- Hitler took advantage of negative stereotypes about Jews and began systematically persecuting them across Germany; other groups were also persecuted, including Roma and Sinti gypsies, Jehovah's Witnesses, homosexuals, political opponents and people with mental or physical disabilities.
- Know that in 1939, Hitler's German army invaded the rest of Czechoslovakia; in September, Germany invaded Poland, and Britain and France declared war on Germany; Germany joined forces with other countries, notably Italy and Japan, and these countries were known as the Axis powers; these were opposed by the Allies, notably Britain, France and other countries, including those that joined the war later such as the USA
- Know that between July and October 1940, the two air forces fought in the skies over the south and east of England; a technology known as radar was further developed in Britain that used radio waves to detect German planes from far away; despite being driven to the limits of their capacity, the Royal Air Force and its pilots prevailed; almost a quarter of the pilots who participated in the Battle of Britain were from other countries including Poland, New Zealand, Australia, Czechoslovakia, Canada, Belgium, France, the United States and South Africa
- Know that during the Battle of Britain, some German aeroplanes began dropping bombs on many British cities, especially London; this became known as the Blitz.
- Know that around 40,000 people died during the Blitz, almost half of them in London; 2 million homes were destroyed
- Europe was left devastated by war; between 35 million and 60 million people had been killed; historic cities lay in ruins; massive amounts of wealth had been spent on the war, leaving Britain with debts that would take decades to repay; The end of the war left the world with two major powers, the USA and Russia; Europe was divided into the Western Bloc of countries roughly allied to America, and an Eastern Bloc of countries either controlled or influenced by Russia; many of the countries were part of the Soviet Union, controlled by Russia; Russia and the USA had been allies during the war due to a shared enemy, the two countries had very different views about how countries should be organised and the freedoms that people should have within a country;
- During the war, in Britain a plan called the Beveridge Report was published promising that Britain would be improved as a reward for the sacrifices of war; as a result, a system of protection for all British citizens was rolled out after the war, including the National Health Service (NHS), which was created to ensure that everyone in Britain had access to healthcare, and National Insurance, which was created to ensure that people would get support if they were unemployed and when they retired; people from countries across the British Empire were invited to come to Britain to help re-build the country after the war
- The expansion of the population and the lack of quality housing caused a rapid development of social housing during 1950s and 60s. Housing estates were often built on the outskirts of a city or town and developed into suburbs. Suburbs included shops, schools, churches and medical facilities as well as housing and leisure. Birchwood is one example of this type of development

Spring Term

Ancient Baghdad

Islamic Civilisation

- Know that the Abbasid caliphate founded the city of Baghdad in 762; this city would go on to be the largest and most scientifically advanced in the world
- Know that Baghdad is located in the heart of Mesopotamia, beside the Tigris river; like the ancient civilisations, the location on a river floodplain ensured access to water for agriculture (through irrigation) and for drinking
- Know that Baghdad was designed and built between and 762 and 766 on the orders of the Abbasid caliph al-Mansur to be the official residence of his court; it was a round city, in tribute to the work of the Greek mathematician Euclid who al-Mansur is said to have admired
- Know that Baghdad became a key global centre of trade along the 'Silk Routes' (often known as the 'Silk Road') a network of land and sea routes that connected the civilisations of the East and West; the Silk Routes allowed trade of many luxury goods, and the routes get their name from the silk that was bought from China and travelled westwards
- Know that Baghdad became the largest city in the world and a leader in science, astronomy, poetry, mathematics, history, law and philosophy
- Know that the differences between a city like Baghdad and cities across Europe at this time were stark (see resource below)
- Know that there existed in Baghdad a building that translates into English as 'House of Wisdom';
- Know that scholars in Baghdad translated many of the great works of Greek and Roman antiquity into Arabic; in the following centuries, this would allow the works to be rediscovered in Europe, having a significant impact on the modern world
- Know that Ibn al-Haytham (sometimes known as Alhazen) was the first scientist to understand that light travels in straight lines and an early pioneer of the scientific method of experimentation (retrieval from science curriculum)

- Know that Muhammad ibn Musa al-Khwarizmi was a genius mathematician and astronomer; he is described by many as the 'father of algebra' and he also wrote a book detailing the movements of the Sun, the moon and five planets of our solar system
- Know that Islamic architecture from this period is some of the most beautiful ever created (e.g. Alhambra in Granada)
- Know that calligraphy is an important aspect of Islamic art and that Zaynab Al Shahda was an expert artist during this period
- Know that the city of Baghdad was in decline when it was sacked by the Mongols in 1258; this means that the city was destroyed and much of its population massacred
- Know that the Mongols were a group of nomadic tribes who had been unified by a ruler called Genghis Khan; they rode on horseback and had a massive empire, which they won through being brilliant horse riders and through their ruthlessness in combat
- Know that the sacking of Baghdad is considered by many historians to signal the end of the Golden Age of Early Islamic Civilisation; this destruction of Baghdad did not hamper the spread of Islam as a religion, which thrives across the globe to this day, with nearly ¼ of the world's population describing themselves as Muslims

Summer Term

Civil rights and human rights

- Know that civil rights are guarantees of equal protections and social opportunities under the law of a given society or nation regardless of a person's race, religion, gender or any other characteristics; civil rights are an essential components of a democracy
- Know that the word civilisation comes from the Latin word "civitas" meaning city
- Know that democracy (demos - relating to people; cracy - relating to power) is a system in which the population of a territory has some power in the way in which the territory is run; this can involve voting for a representative to make decisions on their behalf, known as representative democracy, as exists currently in the UK and many parts of the world
- Know that through history, democracy has often been used to describe a situation where only a limited group of people actually have the right to vote; this right is called suffrage, something that different groups have fought for in different ways throughout history
- Know that following World War 2, an international organisation called the United Nations (UN) was established with the aim of maintaining international peace and security; in 1948 the UN adopted its Universal Declaration of Human Rights, which is described as "a common standard of achievement for all peoples and nations" (see resource below)
- Know that human rights are the guarantees of equal protections and social opportunities that are deemed to be a person's birthright regardless of the place in which they live; while the idea of human rights was made explicit by the UN, the concept has existed for centuries in the work of philosophers and religious thinkers (see resource below)
- Know that humanitarianism is a belief in the inherent value in human life and associated actions that seek to improve the welfare of people in difficult circumstances

Who was Olaudah Equiano and what impact did he have on the world?

- Know that Olaudah Equiano was a writer and abolitionist; abolitionists are people who seek to have a particular practice abolished, in this case slavery
- Know that much of what we know about Equiano comes from his autobiography
- Know that Equiano was born in circa 1745 in the Eboe province of what is now Southern Nigeria and what was at the time part of the Kingdom of Benin
- Know that the Kingdom of Benin was an African Empire that existed from the 11th century until it became a British colony in 1897
- Know that Equiano and his sister were kidnapped at the age of 11 and sold to slave traders; several months later, after a foiled escape attempt, Equiano was transported aboard a slave ship to Barbados, a Carribean island part of the British Empire at the time and one of many destinations across North and South America for African enslaved people at this time; he was then transported to Virginia, another British colony (see resource below)
- Know that Equiano was acquired by Michael Henry Pascal, a lieutenant in the British Navy, who renamed him Gustavus Vassa after a 16th Century Swedish king; this was the third time Equiano had been renamed since being kidnapped: he was named Michael aboard the slave ship and Jacob by his first owner; Equiano objected to the name, but was beaten and forced to accept it; Equiano used this name for the rest of his life except for in his autobiography
- Know that Equiano became Pascal's servant and accompanied him through Europe as part of Pascal's military duty; over time, Pascal grew to favour Equiano and sent him to Pascal's sister-in-law in Britain so that Equiano could learn to read and write; Equiano converted to Christianity while in Britain
- Know that Equiano was sold by Pascal and as property he moved from person to person until he was bought by Robert King, an American merchant; King taught Equiano to write more fluently and allowed him to trade independently to make money with which he could buy his freedom; in 1766, at the age of 21 years old, Equiano bought his freedom, an opportunity was not

available to the vast majority of enslaved people
- Know that Equiano was also a lecturer on the subject of abolition and undertook humanitarian work, in particular with impoverished former enslaved people in London
- Know that Equiano died in 1797 at the age of 52;

Who were Millicent Garrett Fawcett and Emmeline Pankhurst and what impact did they have on the world?

- Know that women faced discrimination during the Victorian era, continuing a pattern that extended throughout human history: they were not allowed to vote, to independently use the law to seek justice or to own property once they were married; towards the end of the Victorian era, feminist ideas spread and a movement seeking women's suffrage (the right to vote) began in the late 19th century
- Know that feminism is a movement that seeks equality for women
- Know that Millicent Garrett Fawcett was a tireless campaigner who contributed to the women's suffrage movement in Britain through patient, moderate means, seeking to gradually and incrementally earn women the right to vote
- Know that Emmeline Pankhurst was a radical campaigner who contributed to the women's suffrage movement in Britain through courageous activism that sought to raise the profile of the cause through daring, and often illegal, acts
- Know that before 1919, around 60% of all men were eligible to vote; after World War 1, the vote was extended to all men over the age of 21, and due to the movements for women's suffrage the vote was extended to women over the age of 30; in 1929, this was extended to all women over the age of 21
- Know that a statue of Millicent Garrett Fawcett that recognises her contribution to the cause of women's suffrage was erected in Parliament Square in London in 2018; a statue to Emmeline Pankhurst was erected in Manchester in 2018 (see resource below)

Who was Martin Luther King Jr and what impact did he have on the world?

- Know that Martin Luther King Jr was an American civil rights icon who led the campaign for equality in America during the 1950s and 1960s, advocating peaceful protest and proclaiming the shared value and dignity of all people
- Know that King was born in 1929 in Atlanta, Georgia in the USA; he was originally named Michael King Jr
- Know that after a visit to Berlin as a Baptist minister, King's father changed his own name to Martin Luther King and began referring to his son as Martin Luther King Jr; King's family were devoted Christians; King witnessed his father repeatedly stand up to the segregation and mistreatment of African Americans, and his father led hundreds in a protest march protesting voting rights discrimination
- Know that like all African Americans, King faced constant discrimination and prejudice during his formative years; at the age of 18, King decided to train to become a Baptist minister in response to "an inner urge to serve humanity"
- Know that after Rosa Parks was arrested for refusing to follow the discriminatory laws that insisted she give up her seat on a bus for a white person, King led the Montgomery bus boycott in which African Americans refused to use this form of public transport; this lasted for over a year and led to a change in the law; this campaign made King famous as the most prominent civil rights leader in the country
- Know that King was an advocate of non-violent protest; in this, he was inspired by the Indian civil rights icon Mahatma Gandhi, saying later that "while the Montgomery boycott was going on, India's Gandhi was the guiding light of our technique of nonviolent social change."
- Know that King was frequently imprisoned for his actions after breaking laws relating to racial segregation
- Know that in 1963, alongside other civil rights leaders, King was instrumental in the organisation of a march on Washington to protest the continuing discrimination against African Americans and to make specific demands such as an end to segregation in public schools and an end to racial discrimnation in the workplace; at the culmination of this March, King delivered one of the most famous speeches in American history, which has become to be known as his "I have a dream" speech; in this he displayed the imagery and delivery that would define King as one of history's great orators
- Know that King was assassinated in 1968 by James Earl Ray; after King's death, his wife - Coretta Scott King, who had been a partner in King's civil rights work - continued to advance the cause of civil rights

Who is Malala Yousafzai and what impact has she had on the world?

- Know that Malala Yousafzai is a Pakistani activist for female education and the youngest winner of the Nobel Prize; she is commonly known by her first name alone
- Know that Yousafzai was born in 1997 in the Swat district of northwestern Pakistan
- Know that Yousafzai was mostly educated by her father, who was a school owner and an educational activist
- Know that Yousafzai began speaking about education rights at the age of just 11, making a speech that was reported upon by local newspapers and television channels in which she asked, "How dare the Taliban take away my right to an education?"; the Taliban is an armed organisation that on occasion stopped girls from being educated in the region in which Yousafzai lived

- Know that, as part of the BBC world service, BBC Urdu sought someone to create an anonymous blog about life as a girl in the Swat province; Yousafzai began writing the blog for the BBC to publish, detailing how her classmates were increasingly not attending schools due to fear of what the Taliban would do; to reinforce this, the Taliban destroyed more than a hundred schools; Yousafzai was then approached with an opportunity to film a documentary about her life and the difficulties in receiving an education where she lived
- Know that, following the documentary, Yousafzai began appearing on television to advocate for girls' right to an education
- Know that the increase in Yousafzai's profile led to the Pakistani Taliban deciding that she should be killed; while riding a bus, a Taliban gunman shot her; she was seriously wounded, but survived thanks to cooperation between doctors in different countries in which she was treated including the UK; the attempted murder sparked outrage and sympathy across the globe, with protests taking place in many cities across Pakistan; as a result a Right to Education bill was signed by over two million people across Pakistan, and the bill was signed into law
- Know that, after months of rehabilitation following her ordeal, Yousafzai continued her own education in England, including attending Oxford University
- Know that in 2014, Yousafzai won the Nobel Peace Prize, becoming the youngest Nobel Laureate in history; she has also authored books about her experiences and has continued to be a globally recognised advocate for girls education and a campaigner for other causes relating to human rights; the Malala fund, to which people around the world donate, is used to fund the building of schools and the provision of education for those without access to it