

	Big Ideas	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Community and culture</p> <p><i>Pupils will learn about and make comparisons between different civilisations and societies through history. They will learn about key aspects such as architecture, art, civilisations, societies, homes, religion, settlement, games and sports.</i></p>			To understand how toys and games were sometimes different in the past.	To understand how the architecture of London was different before and after the Fire of London.	<p>To understand how invaders and settlers influence the culture of the existing population.</p> <p>To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.</p> <p>To understand that there are different beliefs in different cultures, times and groups.</p> <p>To know about paganism and the introduction of Christianity in Britain.</p> <p>To know how Christianity spread.</p> <p>To compare the beliefs in different cultures, times and groups.</p> <p>To understand about the rise and spread of Islam (Y4)</p>	<p>To understand how society is organised in different cultures, times and groups.</p> <p>To be aware of the different beliefs that different cultures, times and groups hold.</p> <p>To be aware of how different societies practise and demonstrate their beliefs.</p> <p>To be able to identify the impact of beliefs on society.</p>	<p>To understand the changing role of women and men in Britain.</p> <p>To understand that there are differences between early and later civilisations.</p> <p>To be aware of the different beliefs that different cultures, times and groups hold.</p> <p>To understand the changing nature of religion in Britain and its impact.</p> <p>To be aware of how different societies practise and demonstrate their beliefs.</p> <p>To be able to identify the impact of beliefs on society.</p>	

<p><b>War, conflict, Invasion, and disasters</b></p> <p><i>Throughout history, major changes have occurred as a result of significant events including war, invasion or disasters. Pupils will look at the reasons why these happened and the impact they had. They will learn about conquest, invasion, defence, occupation, the military and war as well as disasters such as fire and plague</i></p>				<p>To learn about the impact of the Fire of London on everyday people</p> <p>To learn about the Titanic disaster and how this changed safety at sea.</p>	<p>To know that there were different reasons for invading Britain.</p> <p>To understand that there are varied reasons for coming to Britain.</p> <p>To know that settlement created tensions and problems.</p> <p>To understand the impact of settlers on the existing population.</p> <p>To understand the earliest settlements in Britain.</p> <p>To know that settlements changed over time.</p>	<p>To understand about the conflict between the Athenians and Spartans.</p>	<p>To understand how war can trigger migration, the movement of refugees and asylum.</p> <p>To understand the impact of technology on warfare.</p> <p>To understand the origins of World War two</p> <p>To understand the role of individuals in warfare.</p>	
<p><b>Migration &amp; Trade</b></p> <p><i>Pupils will learn how people moved and how they traded goods with each other and the impact of this. They will study key trade routes and migration pathways.</i></p>			<p>To understand how train travel and aircraft led to the movement of people &amp; goods over greater distances.</p> <p>To learn that some of the passengers on the Titanic were travelling to find a new life in America.</p>	<p>To understand about the development of the canals and the impact of this on trade in Gloucester.</p>	<p>To understand how trading developed in the Iron age.</p> <p>To understand about Trade routes in the Roman Empire.</p> <p>Migration within established Roman empire.</p>	<p>To understand how tribes migrated to Britain.</p> <p>To understand how trading developed during the;</p> <p>-Anglo Saxon period</p> <p>-Viking period</p> <p>-Early Islamic civilisation</p>	<p>To understand how trading developed during the;</p> <p>-Ancient Egyptian period</p> <p>-9th Century Baghdad</p> <p>-Ancient Egypt</p>	<p>To understand there are increasingly complex reasons for migrants coming to Britain.</p> <p>To understand that migrants come from different parts of the world.</p> <p>To know about the diverse experiences of the different groups coming to</p>

									<b>Britain over time.</b>
	<p><b>Ideas and communication</b>  <i>Pupils will learn how people invented throughout history and the impact of this. They look at key inventions, transport, tools and technology and how these changed over time.</i></p>			<p>To learn how toys have changed over time</p> <p>To learn about the invention of space travel during the 20th Century.</p>	<p>To learn about the development of the canal in Britain and its impact on Gloucester.</p> <p>To learn how ships developed to carry large numbers of people.</p>	<p>To learn about the creation of metal and how this influenced human activity.</p> <p>To learn about the impact of the Roman Empire on everyday life - houses, homes, towns.</p>	<p>To learn how the Vikings managed to invade across the sea in longboats.</p>	<p>To learn how the Egyptians communicated through hieroglyphs.</p> <p>How the Greeks developed democracy</p> <p>How the Greeks developed sport through the Olympics.</p>	<p>How buildings have changed over time in Gloucester.</p> <p>How weapons have developed over time.</p> <p>To learn about how the Enigma machine impacted on key battles in WW2.</p>
	<p><b>Empire, power &amp; government</b>  <i>Pupils will learn about and make comparisons between different civilisations, exploring life of the rich and the rulers compared to other members of society. They will look at countries, democracy, empires, government, law, monarchy and rulers, rich and poor and slavery from key historical periods they study.</i></p>			<p>How the USA and Russia competed to put the first man on the moon.</p>	<p>To learn how King Charles influenced the rebuilding of London and the creation of a fire service.</p>	<p>To learn about the influence and spread of the Roman empire.</p>	<p>To understand how different civilizations were organised and structured</p> <ul style="list-style-type: none"> <li>-Anglo-Saxons</li> <li>-Vikings</li> <li>-Early Islamic civilisation</li> </ul>	<p>To understand how different civilizations were organised and structured</p> <ul style="list-style-type: none"> <li>-Ancient Greece (democracy)</li> <li>- Ancient Egypt (Emperors)</li> </ul>	<p>To learn about the politics of migration</p> <p>How governments and empires go to war and the impact that this has.</p>

## EYFS Curriculum: History

Birth to three	<b>Communication and Language:</b> <ul style="list-style-type: none"><li>• Show attention to sounds and music. Listen to simple stories and understand what is happening, with the help of the pictures. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li></ul>
3 and 4-year-olds	<b>Understanding the World:</b> <ul style="list-style-type: none"><li>• Begin to make sense of their own life-story and family's history.</li></ul>
Children in reception	<b>Understanding the World:</b> <ul style="list-style-type: none"><li>• Comment on images of familiar situations in the past.</li><li>• Compare and contrast characters from stories, including figures from the past.</li></ul>
ELG	<b>Understanding the World:</b> <ul style="list-style-type: none"><li>• Talk about the lives of people around them and their roles in society.</li></ul> <b>Past and Present:</b> <ul style="list-style-type: none"><li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul>

## Progression in Disciplinary skills

	YR	Y1	Y2	Y3	Y4	Y5	Y6
<b>Historical Enquiry</b>  <i>Build understanding of how knowledge about the past is constructed from sources</i>	I can find out about things that have happened in my life by asking questions and looking at pictures	I can research the past using a variety of secondary sources		I can explore a range of secondary sources and can differentiate between fact and opinion. I can present the information I have learnt in a variety of ways. I can use research skills to find answers to specific historical questions about our locality. I know the difference between primary and secondary sources. I can explain how historical artefacts can be used to help build up a picture of the past.		I can evaluate the usefulness of primary and secondary sources in historical enquiry. I can use a range of information, including my own research, to present a historical argument. I understand that some sources include facts and opinions and different evidence can lead to different conclusions.	
<b>Cause &amp; Consequence</b>  <i>Analysing why events happened</i>	I can say why things happen and give explanations.	I can explain why a historical event happened and what happened as a result. I can explain why an important person from history acted the way they did and what the impact of this was		I can identify and give reasons for historical events and explain the impact. I can explain how a historical event impacted on at least one of the key concepts.		I understand the impact of historical events on later periods of history. I can evaluate how a historical event impacted on one or more of the key concepts.	
<b>Change and Continuity</b>  <i>Analysing the pace, type and extent of change across time periods including what impact it had</i>	I can observe and describe things that have changed and stayed the same during my life.	I can explain what an object from the past might have been used for. I can identify things that have changed or stayed the same during my life and from times before living memory.  I can describe changes over time in relation to one or more of the key concepts.		I can explain the links between significant events. I can explain what changed and stayed the same in relation to at least one of the key concepts.		I can summarise the main events from a period of history, explaining the order of events and making connections between them. I can justify how or why things changed or did not change over time in relation to one of the key concepts.	
<b>Similarity and Difference</b>  <i>Within the same time period eg: between groups, places or societies</i>	I can identify and describe similarities and differences between myself and others. I can compare objects, animals and people using vocabulary of	I can describe change within living memory I can spot old and new things in pictures. I can compare and contrast changes from a period of time, focusing on	I can describe change beyond living memory I can spot old and new things in pictures. I can compare and contrast changes from a period of time, focusing on	I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity. I can describe similarities and differences between a period of history and now in relation to one or more of the key concepts.		I can explain the differences in the lives of people from different social classes, cultures, religions or race. I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the key concepts.	

	YR	Y1	Y2	Y3	Y4	Y5	Y6
	change.	one or more of the key concepts	one or more of the key concepts.				
<b>Historical Significance</b>  <i>Why some events or people are deemed to be significant by historians</i>	<p>I can recognise and describe special times or events for me, my friends or family.</p> <p>To know &amp; talk about wider family members. <b>P&amp;P</b> preschool</p> <p>To recall &amp; talk about special events. <b>P&amp;P</b> preschool</p>	<p>I can explain how historical events and people changed things.</p>		<p>I can identify historically significant people and events and their impact.</p>		<p>I am aware of some pivotal events and people in modern British history. I can evaluate the impact of key historical people and events.</p>	

## Progression in Substantive Knowledge

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Chronological awareness</b>	I can use simple language relating to time. I can put events in order.e.g own timeline	I can use words and phrases like: before, after, past, present, then and now. I can sequence events from within living memory on a timeline.	I can order events on a timeline from beyond my lifetime. I can sequence events that occurred during a historical period.	I understand the difference between BC, AD, BCE and CE. I can place dates and events on a timeline for a historical period.		I can place key events from a period of history on a timeline in relation to one other period of history. I can use more accurate dates when describing and sequencing events.	I understand the chronology of key events in periods I am studying and how this time relates to other key periods in history. I can summarise and evaluate events on a timeline in relation to key concepts or themes (eg: invaders, war, industry and technology etc...)
<b>Culture &amp; Community</b>	Begin to make sense of their own life-story and family's history.  Talk about the lives of people around them and their roles in society.	To understand how toys and games were sometimes different in the past.	To understand how the architecture of London was different before and after the Fire of London.	To understand how invaders and settlers influence the culture of the existing population.  To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.		To understand how society is organised in different cultures, times and groups.	To understand the changing role of women and men in Britain.  To understand that there are differences between early and later civilisations.
<b>Religion</b>	Talk about some special places for people in our and other			To understand that there are different beliefs in different cultures, times and groups.  To know about paganism and and the introduction of Christianity in Britain.		To be aware of the different beliefs that different cultures, times and groups hold. To be aware of how different	To be aware of the different beliefs that different cultures, times and groups hold.  To understand the

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<p>communities. <b>PC&amp;C</b></p> <p>To begin to understand some similarities and differences between different religious and cultural communities.<b>PC&amp;C</b></p> <p>To show an understanding of some special celebrations (e.g. Ramadan, Easter). <b>PC&amp;C</b> <b>P&amp;P</b> <b>preschool</b></p>			<p>To know how Christianity spread.</p> <p>To compare the beliefs in different cultures, times and groups.</p> <p>To understand about the rise and spread of Islam (Y4)</p>		<p>societies practise and demonstrate their beliefs.</p> <p>To be able to identify the impact of beliefs on society.</p>	<p>changing nature of religion in Britain and its impact.</p> <p>To be aware of how different societies practise and demonstrate their beliefs.</p> <p>To be able to identify the impact of beliefs on society.</p>
<b>Empire &amp; power</b>				<p>To learn about the influence and spread of the Roman empire.</p>	<p>To learn about the Umayyad Caliphate (Empire)</p> <p>To learn about the Viking kingdoms</p>	<p>To learn about the power of the Greeks.</p> <p>To learn about the power of the Egyptians.</p> <p>To learn about the power and reach</p>	<p>To learn about the origins of WW2 and the power of Germany.</p>

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
						from Baghdad.	
<b>Government &amp; Monarchy</b>		How the USA and Russia competed to put the first man on the moon.	To learn how King Charles influenced the rebuilding of London and the creation of a fire service.		To understand how different civilizations were organised and structured -Anglo-Saxons -Vikings -Early Islamic civilisation	To understand how different civilizations were organised and structured -Ancient Greece (democracy) - Ancient Egypt (Emperors)	To learn about the politics of migration  How governments and empires go to war and the impact that this has.
<b>Invasion</b>				To know that there were different reasons for invading Britain.  To understand that there are varied reasons for coming to Britain.			To understand the origins of World War two
<b>Warfare</b>				To know that settlement created tensions and problems.		To understand about the conflict between the Athenians and Spartans.	To understand the impact of technology on warfare.  To understand the origins of World War two  To understand the role of individuals in warfare.
<b>Migration</b>			To learn that some of the passengers on the Titanic were travelling to find a new life in America.	To learn about Migration within the established Roman empire.	To understand how tribes migrated to Britain. -Anglo Saxon period -Early Islamic	Migration from 9th Century Baghdad.	To understand there are increasingly complex reasons for migrants coming to Britain.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
					civilisation		<p>To understand that migrants come from different parts of the world.</p> <p>To know about the diverse experiences of the different groups coming to</p>
<b>Trade</b>		To understand how train travel and aircraft led to the movement of people & goods over greater distances.	To understand about the development of the canals and the impact of this on trade in Gloucester.	<p>To understand how trading developed in the Iron age.</p> <p>To understand about Trade routes in the Roman Empire.</p>	<p>To understand how trading developed during the;</p> <p>-Anglo Saxon period</p> <p>-Viking period</p> <p>-Early Islamic civilisation</p>	<p>To understand how trading developed during the;</p> <p>-Ancient Egyptian period</p> <p>-9th Century Baghdad</p> <p>-Ancient Egypt</p>	
<b>Inventions / Discoveries</b>		<p>To learn how toys have changed over time</p> <p>To learn about the invention of space travel during the 20th Century.</p>	<p>To learn about the development of the canal in Britain and its impact on Gloucester.</p> <p>To learn how ships developed to carry large numbers of people.</p>	<p>To learn about the creation of metal and how this influenced human activity.</p> <p>To learn about the impact of the Roman Empire on everyday life - houses, homes, towns.</p>	To learn how the Vikings managed to invade across the sea in longboats.	<p>To learn how the Egyptians communicated through hieroglyphs.</p> <p>How the Greeks developed sport through the Olympics.</p>	<p>How buildings have changed over time in Gloucester.</p> <p>How weapons have developed over time.</p> <p>To learn about how the Enigma machine impacted on key battles in WW2.</p>
<b>Significant people</b>	family people who help us	Neil Armstrong Tim Peake Amy Johnson	Samuel Pepys King Charles II	Emperor Hadrian, Augustus, Claudius, Caesar	<i>Aethelred, Alfred the Great</i> Edward the Elder	Howard Carter pharaohs Tutankhamun	<i>Alan Turing</i> <i>Chamberlin</i> <i>Churchill</i> <i>Hitler</i>

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
		Dorothy Vaughan, Mary Jackson, Katherine Johnson and Christine Darden		Cleopatra, Pompey, Brutus  King Tarquin  Boudicca	King Ofa Queen Cynethryth <i>Muhammad</i> <i>Abu Bakr</i> <i>caliph Umar</i> <i>Abbasid</i> <i>Al-Mansur</i>	Greek gods  Charlemagne Al-Rashid  Abd al-Rahman  Galen	<i>Noor Inayat Khan</i>

	YR	Y1	Y2	Y3	Y4	Y5	Y6
<b>Vocabulary Autumn</b>		Family, Mother, Father, Brother, Sister, Grandmother, Grandfather, Aunt, Uncle, Cousin, Family tree, Past, present, older, younger Now, toy, play, special, remember, memory Parent, Grandparent, Children, Remember, living memory, Past, Present, Toy, Play Century, Decade, Evidence, Historian, living memory, timeline Modern, Past, Present, Sequence, Source,	Trade Plague Coach Boat Baker Great fire Spread Escaped Exploded Pudding Lane, water squirter fire hook axe Rebuild Architects Fire brigade	Prehistoric Settlement Tools Paleolithic Era Flint Hand Axe Nomadic Mesolithic Era Settlement Campsite Neolithic Era Domesticated Pottery Hoard Agriculture Wildwood Surplus Crops Ard plough Sickle Wildwood Enclosed Hillfort Earthworks Ramparts	Hadrian's Wall Frontier Romanisation Romano-British Migrate Seabourne Fearsome Settlement Establish Kingdom Pagan Convert Missionary Practices Northumbria Mercia Supremacy Barrier Rivalled Withered Gaelic	Civilisation BC BCE Fertile Laws Taxes Subjects Pyramid Chariot Excavation Valley of the Kings Hieroglyphics Tomb Rosetta Translate Scribe Religious Afterlife Soul Ba Mummification Canopic Jars Continuity	Migration Push Factor Pull Factor Homeland Huguenots Romans Vikings Refugee Persecution Asylum Seeker Refugee Conflict Resettlement Migration Refugee Empire Windrush Caribbean War Culture Welcome Belonging

		Timeline		Pottery Settlement Beaker People Metalwork			
<b>Vocabulary Spring</b>		Aeroplane Bus Car Boat Train Ship Tram Motorbike Scooter Bike Walking  Electricity Diesel Petrol wind Steam train Diesel train Electric train Track Gauge Carriage Wagon Railway network Hot air balloon Glider Biplane Aeroplane Helicopter supersonic jet engine Gloster aircraft company	Barge Lock Towpath canal boat Colleries Factories Railways Goods River Severn Tidal Port Export Culvert Gate Windlass Lock paddles Coal Iron Steel Boatman transport recreation	<b>BCE</b> <b>CE</b> <b>myth</b> <b>founded</b> <b>Roman</b> <b>dictator</b> <b>civil war</b> <b>emperor</b> <b>theory</b> <b>economy</b> <b>politics</b> <b>unstable</b> <b>sack</b> Elect Punic wars Citizen Province Republic Legacy Constantinople Temporary Byzantine Empire Permanent ideology disciplined	<b>raid</b> <b>priory</b> <b>longboat</b> <b>manuscript</b> <b>monk</b> <b>fortified</b> <b>expansion</b> <b>seafaring</b> <b>saga</b> <b>heathen</b> <b>East Anglia</b> <b>Northumbria</b> <b>Mercia</b> <b>Wessex</b> <b>defend</b> <b>stall</b> <b>bribe</b> <b>Chippenham</b> <b>Edington</b> <b>Danelaw</b> <b>converted</b>	City state Romans Colony Barrier  Athens Democracy Assembly  Sparta Militaristic Council Peloponnesian war  Myth Culture Mount Olympus Underworld  Polis Temple	<b>evacuation</b> <b>countryside</b> <b>billeting</b> <b>separation</b> <b>invade</b> <b>rationing</b> <b>blackout</b> <b>air raid</b> <b>Great Depression</b> <b>Hyperinflation</b> <b>extremism</b> <b>propaganda</b> <b>allies</b> <b>conscription</b> <b>War</b> <b>Invade</b> <b>Rationing</b> <b>Blackout</b> <b>Air raid</b> <b>separation</b> <b>Code</b> <b>Cipher</b> <b>technology</b> <b>Navy</b> <b>Supplies</b> <b>Atlantic Enigma</b> <b>Legacy</b> <b>Mathematician</b>
<b>Vocabulary Summer</b>		aeroplane jet engine rocket	<b>titanic</b> <b>artefact</b> <b>evidence</b>	<b>boudica</b> <b>client ruler</b> <b>rebellion</b>	Islam Qur'an		

		missile satellite astronauts cosmonauts Earth moon NASA Apollo 11 I.S.S. Navy Army Helicopter ESA	<b>maiden voyage</b> <b>Belfast</b> <b>America</b> <b>Atlantic</b> Social class First class Second class Third class iceberg memorial	<b>celtic triumph</b> <b>invade</b> <b>legionaries</b> <b>tactics</b> Polytheism Druids Ancestor Barbarian thatched wattle and daub Hadrian's wall hypocaust system	Revelation migration <b>Medina</b> <b>Arabian</b> <b>truce</b> <b>pilgrimage</b> <b>Syria</b> <b>Caliph</b> <b>Rashidun</b> <b>Jerusalem</b> <b>Umayyad</b> <b>Silk roads</b> <b>dynastic</b> <b>lucrative</b> <b>Abbasid</b> <b>Al-Mansur</b> <b>populous</b> <b>public facilities</b> <b>Golden Age</b> tolerance		
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Year	Autumn	Spring	Summer
1	<b>What was it like in the past?</b> <b>Families &amp; toys</b> <ul style="list-style-type: none"> <li>Changes within living memory.</li> <li>Lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>	<b>How do we move around?</b> <ul style="list-style-type: none"> <li>Changes within living memory.</li> <li>events beyond living memory that are significant nationally or globally</li> </ul>	<b>How have we travelled beyond Earth?</b> <ul style="list-style-type: none"> <li>Changes within living memory.</li> <li>Lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>
	<ol style="list-style-type: none"> <li>What is your favourite toy?</li> <li>Did your parents, grandparents, teachers and school staff play with the same toys as you?</li> <li>What were toys like in the past?</li> </ol>	<ol style="list-style-type: none"> <li>How can we travel today?</li> <li>How travel has changed.</li> <li>How has train travel changed?</li> <li>How has aircraft changed?</li> <li>What did the Gloster Aircraft company do?</li> </ol>	<ol style="list-style-type: none"> <li>How did countries explore space?</li> <li>How did women of colour help in the space race?</li> <li>Who was Neil Armstrong?</li> <li>What did people think about the moon landing?</li> <li>Who is Tim Peake?</li> </ol>

	<p>4. <i>What is similar and different about toys now and in the past?</i></p> <p>5. <i>How have teddy bears changed over time?</i></p> <p>6. <i>How have toys changed?</i></p>	<p>6. <i>What has changed and what is the same</i></p>	
2	<p><b>What was the 'Great Fire of London'?</b></p> <ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally</li> <li>• Lives of significant individuals (Thomas Farriner, Samuel Pepys, King Charles II)</li> </ul>	<p><b>What is Gloucester's History?</b></p> <ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally</li> <li>• significant historical events, people and places in their own locality.</li> </ul>	<p><b>Why did the Titanic sink?</b></p> <ul style="list-style-type: none"> <li>• events beyond living memory that are significant nationally or globally</li> </ul>
	<p>1. <i>What was London like before the Great Fire of London?</i></p> <p>2. <i>Who was Samuel Pepys?</i></p> <p>3. <i>What does Samuel Pepys' diary tell us about The Great Fire of London?</i></p> <p>4. <i>Who was King Charles and what was his role in the Great Fire of London?</i></p> <p>5. <i>How did King Charles II help London to become a safer city?</i></p>	<p>1. <i>What Are Canals?</i></p> <p>2. <i>Why Were Canals Built?</i></p> <p>3. <i>How Do Canals Work?</i></p> <p>4. <i>Who Worked on the Canals?</i></p> <p>5. <i>Canals in Gloucester</i></p> <p>6. <i>Trip to Gloucester Waterways Museum</i></p>	<p>1. <i>What Was the Titanic?</i></p> <p>2. <i>What was the Titanic's Journey?</i></p> <p>3. <i>Who Was on the Titanic?</i></p> <p>4. <i>What happened on the night of the Sinking?</i></p> <p>5. <i>How do we remember the Titanic?</i></p>
3	<p><b>Stone Age / Bronze age / Iron Age</b></p>	<p><b>The Romans</b></p>	
	<p><b>What do archaeologists think they know about it?</b></p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> </ul>	<p><b>What did it mean to be a Roman?</b></p> <ul style="list-style-type: none"> <li>• the Roman Empire and its impact on Britain</li> </ul>	<p><b>What impact did the Romans have on Britain?</b></p>
	<p>1. <i>When was the Stone Age, Iron Age and Bronze age? How did people live?</i></p> <p>2. <i>What is the Paleolithic Era / Early Stone Age? Oak L2</i></p> <p>3. <i>What is the Mesolithic Era / Middle Stone Age? Oak L4</i></p> <p>4. <i>What is the Neolithic Era / New Stone Age? Oak L5</i></p> <p>5. <i>What was the important change in the Bronze age? Oak L1/2</i></p> <p>6. <i>Changing agriculture in Britain during the Iron Age</i></p>	<p>1. <i>Roman Kings</i></p> <p>2. <i>The Roman Republic</i></p> <p>3. <i>The rise of the emperors</i></p> <p>4. <i>The division of the Roman empire</i></p> <p>5. <i>The fall of the western Roman empire</i></p> <p>6. <i>What it meant to be a Roman</i></p> <p>Oak</p>	<p>1. <i>Why did Emperor Claudius invade Britain?</i></p> <p>2. <i>What caused Boudica's rebellion?</i></p> <p>3. <i>Did Ancient Roman religion change Britain?</i></p> <p>4. <i>The buildings of Roman Britain</i></p> <p>5. <i>What were Roman towns like?</i></p> <p>6. <b>Local History : Gloucester during Roman times</b></p> <p>Oak</p>

	<p>7. <i>Changing settlements and trade in Iron Age Britain</i></p> <p>8. <i>Comparing and contrasting Bronze Age and Iron Age Britain</i></p> <p>Oak</p>		
4	<b>Anglo-Saxons</b>	<b>Vikings</b>	<b>Islamic Civilisation</b>
	<b>Britain's settlement by Anglo-Saxons: what changed after the Romans left?</b>	<b>The Vikings: why did they come to the British Isles?</b>	<b>Early Islamic civilisation: how did Baghdad become the 'City of Peace'?</b>
	<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> </ul>	<ul style="list-style-type: none"> <li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history – a study of Baghdad c. AD 900</li> </ul>
	<p>1. <i>Britain at the end of Roman rule</i></p> <p>2. <i>The Anglo-Saxons come to Britain</i></p> <p>3. <i>Anglo-Saxon kingdoms</i></p> <p>4. <i>The conversion of the British Isles</i></p> <p>5. <i>The rise of Mercia</i></p> <p>6. <i>How Britain changed after the Romans</i></p> <p>Oak</p>	<p>1. <i>Early Viking raids</i></p> <p>2. <i>Seafaring Vikings</i></p> <p>3. <i>The Great Heathen Army</i></p> <p>4. <i>Aethelred, Alfred the Great and Wessex</i></p> <p>5. <i>The Anglo-Saxon fightback</i></p> <p>6. <i>Why the Vikings came to Britain/Assessment</i></p> <p>Oak</p>	<p>1. <i>Muhammad, the Qur'an and the rise of Islam - How did Islam become important?</i></p> <p>2. <i>The early success of Islam - Why was Islam successful in the mid 7th century CE?</i></p> <p>3. <i>The early caliphates and the spread of Islam/ How did Islam spread?</i></p> <p>4. <i>The geography of the Umayyad Caliphate/Where did the Islamic Empire start and what were the regions it covered?</i></p> <p>5. <i>Baghdad, the 'City of Peace'/ How was Baghdad, the 'City of Peace' founded?</i></p> <p>6. <i>How Baghdad became the 'City of Peace' /How did Baghdad become the 'City of Peace'? Assessment</i></p> <p>Oak</p>
5	<b>Ancient Egypt</b>	<b>Ancient Greece</b>	<b>Baghdad</b>
	<b>Ancient Egypt: what stayed the same across 3,000 years?</b>	<b>Ancient Greek civilisation: what do we know about ancient Greece?</b>	<b>Early Islamic Civilisation: what connected Baghdad to the wider world?</b>
	<ul style="list-style-type: none"> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history – a study of Baghdad c. AD 900</li> </ul>
	<p>1. <i>The River Nile</i></p> <p>2. <i>The three kingdoms of Egypt</i></p>	<p>1. <i>When was the ancient Greek civilisation?</i></p> <p>2. <i>What was the Athenian society like?</i></p> <p>3. <i>What was Sparta like?</i></p>	<p>1. <i>Europe, the Mediterranean and Asia in the early 9th century world</i></p> <p>2. <i>Baghdad's connections to the East</i></p>

	<p>3. <i>Howard Carter and the Valley of the Kings</i></p> <p>4. <i>The Rosetta Stone and Egyptian writing</i></p> <p>5. <i>Death and the Ancient Egyptians</i></p> <p>6. <i>Change and continuity in Ancient Egypt</i></p> <p>OAK</p>	<p>4. <i>What can Greek myths can tell us about Ancient Greece</i></p> <p>5. <i>The city-states of Ancient Greece</i></p> <p>6. <i>Assessment lesson</i></p> <p>Oak</p>	<p>3. <i>Baghdad's connections to the West</i></p> <p>4. <i>Baghdad and the spread of ideas</i></p> <p>5. <i>Baghdad and Cordoba</i></p> <p>6. <i>Baghdad's connection to the medieval world</i></p> <p>Oak</p>
	<b>Migration</b>	<b>World War Two</b>	<b>Local Study of Gloucester</b>
6	<p><b>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p><b>Migration to Britain through the ages.</b></p> <p><b>Enquiry question: How has migration shaped Britain over time?</b></p> <p>Know the timeline of significant migrant groups to Britain.</p> <p>Know why some people are forced from their countries.</p> <p>Know why some people choose to leave their country.</p> <p>Know how migration has had an impact on Britain in different ways.</p> <p>Syrian refugees</p> <p>Windrush</p> <p>Huguenots</p> <p>Early Migration to Britain - Romans to Normans</p>	<ul style="list-style-type: none"> <li>a significant turning point in British history</li> </ul> <p>World War II – inventions and their legacy</p> <p><b>Enquiry question - Was WW2 a significant turning point?</b></p> <p>To understand how war can trigger migration, the movement of refugees and asylum.</p> <p>To understand the impact of technology on warfare.</p> <p>To understand the origins of World War two</p> <p>To understand the role of individuals in warfare.</p> <p>How governments and empires go to war and the impact that this has.</p>	<p><b>A depth study linked to one of the British areas of study listed above</b></p> <ul style="list-style-type: none"> <li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li> </ul> <p>(The changing face of a street in Gloucester)</p> <p>Southgate Street - PLA planning</p>
	<p>1. What is Migration - an introduction</p> <p>2. Who migrated to Britain? Early migration Romans to Normans</p> <p>3. Who migrated to Britain? Religious refugees - The Huguenots</p>	<p>1. <i>How did WW2 start and how did life change?</i></p> <p>2. <i>Why was evacuation a huge turning point for children in WW2?</i></p> <p>3. <i>Why was secret messaging and codebreaking significant?</i></p> <p>4. <i>What was the role of Bletchley Park during the Battle of the Atlantic?</i></p> <p>5. <i>Who was Alan Turing and what did he do?</i></p> <p>6. <i>Assessment lesson</i></p>	<p>1. <i>Where is Southgate Street and why is the street important?</i></p> <p>2. <i>How do we know about the buildings on Southgate Street?</i></p> <p>3. <i>How have the buildings on Southgate Street changed over time?</i></p> <p>4. <i>To understand the development of Southgate Street through time and how the street has buildings from a variety of historical periods.</i></p> <p>5. <i>FINAL TASK (2 Lessons) - How has Southgate Street changed over time?</i></p>

	<ol style="list-style-type: none"><li>4. Who migrated to Britain? The Windrush Generation</li><li>5. Who migrated to Britain? Modern Migration Syrian refugees</li><li>6. How has Migration changed Britain</li></ol>		
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