

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 3 | <p><u>Ancient Egypt</u></p> <p>Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing.</p> <p>Disciplinary focus: change/continuity. In what ways did ancient Egypt change?</p> | <p><u>Cradles of civilisation</u></p> <p>The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of the world, inc. big map seeing where they all were & geographical similarities. Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geography knowledge so far) and via art of ancient civilisations. Ziggurats.</p> <p>Disciplinary focus: similarity and difference. How similar and how different were Ancient Egypt and Ancient Sumer?</p> | <p><u>Indus Valley</u></p> <p>Civilisation Sites and artefacts in the Indus Valley (including the dancing girl, priest king, seals, threshing platforms, pots and potsherds, beads, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal Similarities and differences between Indus Valley and Sumer and Egypt (e.g., writing, monuments) Craftsmanship, trade, barter Puzzles for historians, including rulers and religion.</p> <p>Disciplinary focus: evidential thinking. How do we know about the Indus Valley civilisation?</p> | <p><u>Persia and Greece</u></p> <p>Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer’s Iliad Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis Ancient Greek language Peloponnese War Greek religion – gods and goddesses.</p> <p>Disciplinary focus: similarity and difference. What did Greek city-states have in common?</p> | <p><u>Ancient Greece</u></p> <p>Athenian democracy and empire Art, culture & learning in Ancient Greece Greek architecture, inc. Parthenon Greek religion in Greek stories (revisits content from Greek politics, culture and religion in Spring 2) Greek literature, inc. epic poetry – including Homer’s Odyssey. Tragedy in Greek theatre Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</p> <p>Disciplinary focus: evidential thinking. What can historians learn from the sources from Ancient Greece?</p> | <p><u>Alexander the Great.</u></p> <p>Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?</p> <p>Disciplinary focus: causation.</p> |

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| | | | | | | How did Alexander the Great conquer so much land? |
| Year 4/5 | <p><u>The Roman Republic</u></p> <p>Foundation myth of Romulus and Remus River Tiber civilisation, The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths & legends Roman roads Roman politics and government during the Republic</p> <p>Disciplinary focus: similarity and difference. How much power did the senate have in the Roman Republic?</p> | <p><u>The Roman Empire</u></p> <p>Roman army Julius Caesar, the early emperors (including Augustus, Claudius, Nero), Jewish-Roman war (links to Judaism in Y3; and Christianity in Year 4 so far, re Roman province of Judea). Persecutions of Christians in Rome (links to Christianity 1 and 2) Amphitheatres and games Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce & apply volcano knowledge from geography).</p> <p>Disciplinary focus: evidential thinking. What can sources reveal about Roman ways of life?</p> | <p><u>Roman Britain</u></p> <p>The ancient Britons – a land of diversity, a land of migrants (e.g., Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis Life on the frontier: Hadrian's Wall Black Romans in Britain.</p> <p>Disciplinary focus: evidential thinking. What kinds of knowledge about Roman Britain have historians been able to build from the sources?</p> | <p><u>Christianity in three empires (300-600CE)</u></p> <p>This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows: 1. Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becomes official religion of Roman Empire. 2. Constantine founding of Constantinople. 3. Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture. 4. Trade in East Africa & links with civilisations already studied. Port of</p> | <p><u>Islamic civilisations (1)</u></p> <p>Arabia and early Islam Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</p> <p>Disciplinary focus: change and continuity. What kind of change did Muhammad bring about in Arabia?</p> | <p><u>Islamic civilisations (2)</u></p> <p>Muslim Cordoba Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba. How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together. The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.</p> <p>Disciplinary focus: similarity and difference.</p> |

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| | | | | <p>Adulis on the Red Sea. Kingdom of Aksum. 5.Ethiopian Christianity: the rock churches and other cultural artefacts; importance in world Christianity. 6.Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum.</p> <p>Disciplinary focus: similarity/difference. What made each early Christian state special?</p> | | How did worlds come together in Muslim Cordoba? |
| Year 6 | <p><u>The Roman Republic</u></p> <p>Foundation myth of Romulus and Remus, River Tiber civilisation, The early kings of Rome, Development of the Roman Republic, Punic wars, Hannibal, Roman army, Roman religion, Roman myths & legends, Roman roads Roman politics and government during the Republic.</p> <p>Disciplinary focus: similarity and difference.</p> | <p><u>The Roman Empire</u></p> <p>Roman army Julius Caesar, the early emperors (including Augustus, Claudius, Nero), Jewish-Roman war (links to Judaism in Year 4 so far, re Roman province of Judea). Persecutions of Christians in Rome (links to Christianity 1 and 2) Amphitheatres and games Pompeii – depth study (draw together all Roman</p> | <p><u>Roman Britain</u></p> <p>The ancient Britons – a land of diversity, a land of migrants (e.g. Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis Life on the frontier: Hadrian's Wall Black Romans in Britain.</p> <p>Disciplinary focus: evidential thinking. What kinds of knowledge about</p> | <p><u>Christianity in three empires (300-600CE)</u></p> <p>This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows:</p> | <p><u>Anglo-Saxon Britain</u></p> <p>Reasons for migration Anglo-Saxon kingdoms Christianity arrives in the British Isles (1) (Jutish rule in Kent: Ethelberht and Berta) including Augustine etc, up to Synod of Whitby 664). Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: 'not Angles but angels'). Early monasteries in British Isles; Bede. Offa and Cynethryth of</p> | <p><u>Vikings in Britain (1)</u></p> <p>Lady of the Mercians The first Viking raids and invasions King Alfred of the Kingdom of Wessex The 'Great Heathen Army' Alfred in Athelney, his victory over Guthrun, Guthrun's baptism and the Danelaw Scandinavian settlements in Britain. Viking links</p> |

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| | <p>How much power did the senate have in the Roman Republic?</p> | <p>knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce & apply volcano knowledge from geography).</p> <p>Disciplinary focus: evidential thinking. What can sources reveal about Roman ways of life?</p> | <p>Roman Britain have historians been able to build from the sources?</p> | <p>1.Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becomes official religion of Roman Empire. 2.Constantine founding of Constantinople. 3.Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture. 4.Trade in East Africa & links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum. 5.Ethiopian Christianity: the rock churches and other cultural artefacts; importance in world Christianity. 6.Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum.</p> <p>Disciplinary focus: similarity/difference.</p> | <p>Mercia How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo.</p> <p>Disciplinary focus: evidence. How have historians learned about Anglo-Saxon Britain?</p> | <p>to rest of world - Russia, Constantinople, Muslim trade. How Vikings changed as they settled and interacted with diverse cultures Aethelflaed as a child. Women in Wessex and Mercia Aethelflaed & Aethelred take on the Vikings Aethelflaed & Edward build burhs and press into the Danelaw. Raid on Bardney and Battle of Tettenhall. Aethelflaed ruling in her own right from 911 as Lady of the Mercians.</p> <p>Disciplinary focus: causation. Why did Vikings dominate large parts of Britain by 910?</p> |
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