

KS2 Curriculum map 26-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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>

						How did Alexander the Great conquer so much land?
Year 4	<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>		<p>How did worlds come together in Muslim Cordoba?</p>
Year 5	<p><u>Islamic Civilisations (3)</u></p> <p>Depth focus: Baghdad – the round city. Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important in understanding medieval Islam. The House of Wisdom, books and paper, translation of the ancient texts from Greek The contribution of Baghdad and Islamic</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 Spring 1 baptism and the Danelaw Scandinavian settlements in Britain. Viking links to rest of world - Russia, Constantinople, Muslim trade. How Vikings</p>	<p><u>Norse culture</u></p> <p>Sagas, art, poetry, folklore. Norse gods, goddesses, stories and customs. Beowulf - depth. What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics such as Gilgamesh and Iliad from Y3 history and Ramayana, Y3 religion)</p> <p>Disciplinary focus: similarity and difference</p>	<p><u>Vikings in Britain (2)</u></p> <p>Changing Rulers, Changing Worlds Case study of Jorvik in 910, told through fictional story of two Viking children. Consolidates stories from Norse culture and views expansion of Wessex/Mercia from perspective of Vikings. Why we must tell differing stories (Vikings & Anglo Saxon; rulers and ordinary people; men, women and</p>	<p><u>Bronze Age</u></p> <p>White Horse Hill Local history unit</p> <p>Disciplinary focus: evidence What can we learn about the lives of Bronze Age people from Whitehorse Hill on Dartmoor?</p>

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	<p>scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine. How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance.</p> <p>Disciplinary focus: causation Why were there so many restless minds in Cordoba and in Baghdad?</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>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>	<p>How were the Norse connected with other lands and peoples? *(both direct interactions with people, eg. trading and exploring, and similarities with other cultures, e.g. sagas and ancient epics)</p>	<p>children); and reasons why some stories go missing (changing interpretations of the period). Aethelflaed presses north into Tamworth, Derby and Leicester, her closeness to attacking York and uniting the country before her death in 918. Athelstan coronation and creation of England. Vikings shaping Britain: i) government (focus on Canute); ii) Viking-British cultural fusions (the case of the hogsbacks – Cumbria and southern Scotland)</p> <p>Disciplinary focus: change/continuity How did the Vikings shape Britain?</p>	
Year 6	<p><u>The Maya</u></p> <p>Geography of Maya on Yucatán peninsula (link to Y5 Spring 2 North and South America). Maya rulers, customs and structure of society Maya agriculture including maize, chocolate. Maya language, art, cities and architecture (with links to Y3 including hieroglyphs and ancient monuments such as</p>	<p><u>Medieval African kingdoms</u></p> <p>This half-term’s unit will focus on (i) material culture, society, government and technology in the medieval kingdom of Benin and (ii) material culture, society, government and technology in Ethiopia. This builds on pupils’ earlier knowledge of East African worlds</p>	<p><u>Cities in time (1)</u></p> <p>Shock cities The story of 19th century industrial Manchester told through the life of Abel Heywood, who first arrived in the slums of Manchester in 1819 and rose to oversee numerous city improvements become mayor and build the new town hall. Recurring characteristics of cities</p>	<p><u>Britain in the era of the Second World War</u></p> <p>This unit includes the impact of war and post-war developments, including evacuation, the impact of WW2 on cities, towns and rural areas, and on diverse people; the involvement of diverse peoples in a global war; the causes and effect of post-war migration to Britain, including Windrush;</p>	<p><u>Cities in time (2)</u></p> <p>Greek and Roman Pompeii Viking and medieval London 10th to 16th century Samarqand Independent study: a city near you</p> <p>Disciplinary focus: continuity What have cities across time held in common?</p>	<p><u>Plymouth at War</u></p> <p>Local history unit Plymouth during WW2</p> <p>The role of the dockyard</p>

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	<p>pyramids). Maya calendar and mathematics. Maya religious belief and practice including creation myth and ritual bloodletting. Historians' explanations for what happened to the Maya civilisation.</p> <p>Disciplinary focus: evidential thinking How do historians know about the Maya?</p>	<p>gained in Year 4 work on the empire of Aksum.</p> <p>Disciplinary focus: similarities and differences How similar and different were medieval Ethiopia and Benin?</p>	<p>beginning with ancient Mesopotamia (revisited from Year 3).</p> <p>Disciplinary focus: historical significance What can one man's story reveal about a city?</p>	<p>the causes and effects of the establishment of the NHS and mass secondary schooling.</p> <p>Disciplinary focus: similarity and difference How diverse were experiences of British people in the era of the Second World War?</p>		
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