

### History Progression of Skills

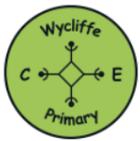
Historical skills	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronology</b>	<p>I can show an awareness of the passing of time</p> <p>I can sequence photos of people of different ages</p> <p>I can use basic time vocabulary</p>	<p>I can sequence events in my life</p> <p>I can begin to sequence objects in chronological order</p> <p>I can sequence photos from different periods</p>	<p>I can sequence artefacts closer together in time</p> <p>I can sequence events</p> <p>I can describe memories of key events in lives</p>	<p>I can place the time studied on a timeline</p> <p>I can sequence several events</p> <p>I can use dates and terms related to the study unit</p>	<p>I can place events from a period studied on a timeline</p> <p>I can sequence several artefacts</p> <p>I can use terms related to a period and begin to date events</p> <p>I can understand more complex terms e.g. BC / AD</p>	<p>I know and can sequence key events of time studied and place them on a timeline</p> <p>I can use relevant dates terms and periods labels</p> <p>I can relate current studies to previous studies</p> <p>I can make comparisons between different times in the past</p>	<p>I can relate current study to previous studies and place it on a timeline</p> <p>I can place current studies on timeline in relation to other studies</p> <p>I can sequence up to 10 events on a timeline</p> <p>I can use relevant dates terms and periods labels</p>
<b>Range and depth of historical knowledge</b>	<p>I can recognise change in my life – from baby to now</p> <p>I can give some reasons why people’s lives were different in the past</p>	<p>I can talk about why people did things in the past</p> <p>I can begin to describe similarities and differences in artefacts</p> <p>I can use a range of sources to find out about significant people and events from the past</p> <p>I can remember information about people and events in other times</p>	<p>I can suggest why people did things in the past</p> <p>I can use evidence to support my ideas</p> <p>I can use a range of sources to find out about significant people and events from the past</p> <p>I can recount information about people and events in other times</p>	<p>I can find out about everyday lives of people in times studied and compare with our life today</p> <p>I can suggest reasons for and results of people’s actions</p> <p>I can begin to understand why someone may have wanted to do something</p> <p>I can begin to understand change through the lives of significant individuals</p>	<p>I can research the everyday lives of people in times studied and compare with our life today</p> <p>I can identify key features and events</p> <p>I can look for links and effects in time studied</p> <p>I can offer a reasonable explanation for some events</p> <p>I can begin to develop a broad understanding of ancient civilisations</p>	<p>I can discuss the different aspects of lives of different people e.g. differences between men and women</p> <p>I can examine causes and results of great events and the impact on people</p> <p>I can compare life in early and late times studied</p> <p>I can compare beliefs and behaviour with another time studied</p> <p>I can write another explanation of a past event in terms of cause and effect using evidence to support</p> <p>I can remember most key dates, characters and events of time studied</p> <p>I can study an ancient civilisation in detail</p>	<p>I can compare an aspect of life with the same aspect in another period</p> <p>I can research beliefs, behaviour and characteristics of people, recognising that not everyone shared the same views and feelings</p> <p>I can write another explanation of a past event in terms of cause and effect using evidence to support</p> <p>I can remember key dates, characters and events of time studied</p> <p>I can use evidence to support and illustrate explanations</p> <p>I can compare and contrast ancient civilisations</p>
<b>Historical enquiry</b>	<p>I can begin to use a source by handling it and asking questions.</p> <p>I can distinguish between old and new</p> <p>I can develop vocabulary related to type of ‘source’ and evidence</p>	<p>I can sort artefacts ‘then’ and ‘now’</p> <p>I can sequence collections from different periods – similarities and differences</p> <p>I can begin to use a range of sources</p> <p>I can use a source by handling it, making observations and asking questions</p> <p>I can use the question stems what, who and where</p>	<p>I can sort artefacts ‘then’ and ‘now’</p> <p>I can begin to use as wide a range of sources as possible.</p> <p>I can use a source by handling it, making observations, asking questions and sketching</p> <p>I can use the question stems why, what, how, who</p> <p>I can sequence a collection of artefacts</p> <p>I can create a time line and check it with reference texts</p>	<p>I can use a range of sources to find out about a short period of time.</p> <p>I can observe small details of artefacts and pictures</p> <p>I can select and record information relevant to the study</p> <p>I can begin to use the library or e-learning for research</p> <p>I can research, ask and answer a variety of questions with the question stems what, who and where, who</p>	<p>I can use a range of sources to find out about a long period of time</p> <p>I can observe small details of artefacts and pictures. Incl. famous artwork and architecture</p> <p>I can select and record information relevant to the study</p> <p>I can use evidence to build up a picture of a past event</p> <p>I can choose relevant material to present a picture of one aspect of life in past times</p>	<p>I can begin to identify primary and secondary sources</p> <p>I can use evidence to build up a picture of life in time studied</p> <p>I can select relevant sections of information</p> <p>I can confidently use the library or internet to research</p> <p>I can use a range of sources to find out about an aspect of past times.</p> <p>I can bring knowledge gathered from several sources together in a fluent account</p>	<p>I can identify primary and secondary sources</p> <p>I can use evidence to make comparisons between lives of different people in time studied (E.g. men and women)</p> <p>I can select relevant sections of information and organise my findings</p> <p>I can confidently use the library or the internet to research and begin to identify unreliable information</p> <p>I can use a range of sources to find out about an aspect of past times</p>



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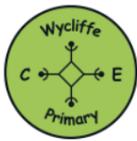
		I can use a time line – collection of artefacts –	I can present similarities and differences between sources		I can ask a variety of questions with the question stems why, what, how, who		and suggest omissions and the means of finding out
		I can discuss similarities and differences between sources			I can use the library or e-learning for research		I can bring knowledge gathered from several sources together in different ways
<b>Interpretations of history</b>	I can listen to different versions of the same story	I can begin to distinguish between non-fiction and fiction	I can distinguish between non-fiction and fiction	I can start to identify and give reasons for different ways in which the past is represented	I can identify and give reasons for different ways in which the past is represented	I can compare accounts of events from different sources	I can use evidence to offer reasons for different versions of events
	I can look at different illustrations of the same person and notice differences	I can begin to compare adults talking about the past – and discuss how reliable memories are	I can compare adults talking about the past – discuss how reliable are memories	I can compare different versions of the same story	I can distinguish between different sources relating to the same event	I can offer some reasons for different versions of events	I can link sources and work out how conclusions are arrived at
	I can discuss different versions of an event at school	I can compare pictures or photographs of people or events in the past	I can compare two versions of a past event	I can Look at representations of the period – museum, cartoons etc.	I can Look at representations of the period – museum, cartoons etc.	I can consider ways of checking the accuracy of interpretations – fact or fiction and opinion	I can consider ways to check the accuracy of interpretations – fact or fiction and opinion
			I can compare pictures or photographs of people or events in the past	I can look at the evidence available from different sources and begin to evaluate its usefulness	I can begin to evaluate the usefulness of different sources		I am aware that different evidence will lead to different conclusions
			I can discuss reliability of photos / accounts / stories				

Subject content	Early Years	Year 1	Year 2
<b>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</b>	ELG People and Communities Children Talk about the past and present events in their own lives and in the lives of family members.	<ul style="list-style-type: none"> <li>Know that the toys and transport their grandparents used and played with were different to their own – Year 1</li> <li>Organise a number of artefacts by age</li> <li>Know what a number of older objects were used for</li> <li>Know the main differences between their school days and that of their grandparents – Year 2</li> </ul>	
<b>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</b>	They know that other children don't always enjoy the same things, and are sensitive to this. They know about the similarities and differences between themselves and others, and among families, communities and traditions.	<ul style="list-style-type: none"> <li>Know about an event or events that happened long ago, even before their grandparents were born – Titanic Year 1 – Great Fire of London- Year 2</li> <li>Know what we use today instead of a number of older given artefacts – toys – transport – Year 1 Victorian era – Year 2</li> <li>Know that children's lives today are different to those of children a long time ago – Victorian children – Year 2</li> </ul>	
<b>The lives of significant individuals in the past who have contributed to national and international achievements.</b>	Exceeding People and Communities Children Children know the difference between	<ul style="list-style-type: none"> <li>Name a famous person from the past and explain why they are famous – Guy Fawkes, Samuel Pepys, William Petty Year 2, The Wright Brothers – Year 1</li> <li>Know about a famous person from outside the UK and explain why they are famous – Nelson Mandela – Year 1</li> </ul>	



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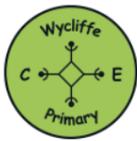
<p>Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<p>past and present events in their own lives and some reasons why people's lives were different in the past.</p>	
<p>Significant historical events, people and places in their own locality.</p>		<ul style="list-style-type: none"> <li>• Know the name of a famous person, or a famous place, close to where they live-Guy Fawkes- Year 2 Sir Titus Salt- Victorians – Year 2</li> <li>• Know how the local area is different to the way it used to be a long time ago – Saltaire Victorians – Skipton Castle</li> <li>• Differentiate between things that were here 100 years ago and things that were not- toys and transport – Year 1</li> </ul>
	<p>Key vocabulary</p>	<p>Key vocabulary</p>
	<p>Old, young, grandparent, grandma, grandad, family, same, different</p>	<p><b>Year 1:</b>  <b>Toys and Transport: Is progress always a good thing?</b>  toys, transport, The Wright Brothers, Titanic, iceberg, chronological, sources, reliable, progress, electric, wooden, metal, plastic, online, invention, timeline</p> <p><b>Year 2:</b>  <b>Did Guy Fawkes start the Great Fire of London?</b>  words associated with the passing of time, e.g. Before, after, when, a long time ago; words associated with buildings e.g. wood, houses, cathedral, abbey, thatched; words associated with fire e.g flames, roaring, sparks, danger, burnt, destroyed, ruined, saved, escape; expressions describing reasons and results e.g because, effect, impact; words associated with sources of information e.g eyewitness, diary, first-hand.  <b>Who was Queen Elizabeth II's great great grandmother?</b>  Queen Victoria, Prince Albert, Industrial Revolution, Titus Salt, Saltaire, mill, reign, typewriter, workhouses, writing slate and chalk, gruel, shilling, the cane, chimney sweep</p>
	<p>Outcomes</p>	<p>Outcomes</p>
<p>Can talk about events that have happened in their lives  Can talk about events that have happened to family members</p> <p><b>Some</b> can talk about past and resent events in own life  <b>Some</b> can give reasons why lives were different in the past</p>		<p>Can talk about and has an awareness of their own past  Can give examples of how grandparents' lives were different to their own  Can explain what people did in the past and why  Can begin to retrieve information from a range of sources  Can talk and write about people or events in other times  Can develop an awareness of the past  Can begin to understand a simple timeline  Can ask simple questions about a famous person, place of event from the past  Can use historical terms  Can compare their lives with someone in the past  Can talk about key events / facts about people in the past  Can begin to understand the reliability of memories and different types of evidence</p>
	<p>Applying knowledge</p>	<p>Applying knowledge END POINT</p>
<p>Sorting / matching activities</p>		<p><b>Year 1: End Point: Using knowledge of toys and transport over the years, create a simple timeline to sequence these in chronological order with children's opinions on which has been the best toy and transport invention.</b></p>



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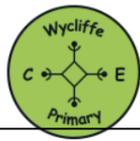
	Discussions/ circle time  Role play	<p><b>Year 2:</b>  <b>End Point: Using knowledge of the Great Fire of London, create a historical re-enactment of the event narrating important points.</b>  <b>End Point: Using my knowledge of the Victorian Era, I can write a diary entry as a Victorian child.</b></p>
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Subject content	Examples (non-statutory)	Key Stage 2
<p><b>Changes in Britain from the Stone Age to the Iron Age</b></p> <p><b>Who lived here first?</b></p>	<p>This could include:</p> <ul style="list-style-type: none"> <li>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	<ul style="list-style-type: none"> <li>Know the importance of archaeologists in helping us to understand more about what has happened in the past</li> <li>Know and describe how Britain has changed between the beginning of the Stone Age and the Iron Age</li> <li>Know and understand the terms BC and AD</li> <li>Know the main similarities and differences between the Stone, Bronze and Iron ages,</li> <li>Know where the time periods of Stone (Palaeolithic, Mesolithic and Neolithic), Bronze and the Iron Age are on a timeline</li> <li>Know what is meant by ‘hunter-gatherers’ and compare to farmers</li> <li>Know how the role of the hunter-gather to the farmer has developed small communities</li> <li>Know the importance of Stone Age paintings in helping us to understand more about life in these times</li> <li>Know the significance of historical site, such as Stonehenge and Skara Brae</li> <li>Know how, what and why communities worshipped</li> <li>know how the advent of metal impacted on social hierarchy – the rich poor divide began in the Bronze Age</li> <li>Know and explain the factors that led to the development of hillforts</li> <li>Know that Britain was separated from mainland Europe by a Tsunami when Doggerland flooded</li> </ul>
Key vocabulary		
Pre-historic, Stone Age, Bronze Age, Iron Age, Artefact, Ice Age, Palaeolithic, Mesolithic, Neolithic, Archaeology, Doggerland, Hunter, Evidence, Source, Farming, Solstice, Religion, Settlement, Gatherer, Hunter, Mining, Tsunami, Flint, hamlet, Village, Conflict, Celt, Land use, Tools, Mammoth, Fossils, Climate		
Outcomes		
<p>Can recognise the beginning of the Pre-historic era and compare and order events on timelines</p> <p>Can describe how early people lived and communities changed, linking this to changes such as the climate</p> <p>Can retrieve information from different sources to explain the significance of historical sites such as Stonehenge</p> <p>Can discuss the changes from Palaeolithic to Neolithic periods</p> <p>Can discuss how life changed after the discovering of Bronze and the beginning of a divide in social standing or status</p> <p>Can use diagrams and illustrations to explain how people lived in the Stone, Bronze and Iron Age</p> <p>Can discuss the development of hillforts and tribal communities and how this led to war and disease.</p>		
Applying knowledge END POINT		
<p><b>End Point: Using your knowledge of the Stone Age, Iron Age and Bronze Age, write a non-chronological report including information about these time periods.</b></p>		
<p>The Roman Empire and its impact on Britain</p>	<p>This could include:</p> <ul style="list-style-type: none"> <li>Julius Caesar’s attempted invasion in 55-54 BC</li> <li>the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>British resistance, for example, Boudica</li> <li>‘Romanisation’ of Britain: sites such as Caerwent and the impact of</li> </ul>	<ul style="list-style-type: none"> <li>Know where the Romans originated from and show this on a map</li> <li>Define the term ‘invasion’ and explain reasons for the Roman invasion</li> <li>Understand Claudius invasion of Britain and the reasons for its success</li> <li>Understand how Britain changed from the Iron Age to the end of the Roman occupation – using timelines to support an understanding of chronology</li> <li>Explain how the Roman occupation of Britain helped to advance British society</li> <li>Describe the resistance to the Roman occupation and have an in-depth knowledge of Boudicca and her place in British history</li> <li>Using different sources of evidence (including key texts and the internet), research and present key information about a significant Roman emperor</li> <li>Know the role that the Geography of Britain had in Julius Caesar’s two failed invasions</li> <li>Understand the influence of Rome on Britain’s cultural and industrial development</li> </ul>



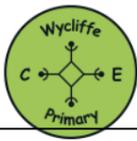
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	<p>technology, culture and beliefs, including early Christianity</p>	<ul style="list-style-type: none"> <li>Understand the significant legacy of the Roman period including construction (market squares, aqueducts, roads and concrete) and language, writing and number (including the modern calendar)</li> <li>Know how betrayal and conflict led to the Roman's leaving Britain</li> </ul>
Key vocabulary		
<p>Romans, invasion. Iron Age, Roman occupation, Chronology, Boudicca, Roman emperor, construction, market square, aqueduct, concrete, modern calendar, Julius Caesar, Hadrian's Wall, Claudius, Rome, conflict, conquerors, slaves, trade</p>		
Outcomes		
<p>Can explain why the Roman's invaded Britain            Can explain the role that the Geography of Britain had in Julius Caesar's two failed invasions            Can describe the influence of Rome on Britain's cultural and industrial development            Can explain how the Roman influence began to transform Britain</p>		
Applying knowledge END POINT		
<p><b>End Point: Using knowledge of the Roman time period, create a fact poster, displaying the Roman invasion/empire along with facts of key persons, events and inventions which illustrate what they have done for us.</b></p>		
<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>This could include:</p> <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>Scots invasions from Ireland to north Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>Anglo-Saxon art and culture</li> <li>Christian conversion – Canterbury, Iona and Lindisfarne</li> <li>Viking raids and invasion</li> <li>resistance by Alfred the Great and Athelstan, first king of England</li> <li>further Viking invasions and Danegeld</li> <li>Anglo-Saxon laws and justice</li> <li>Edward the Confessor and his death in 1066</li> </ul>	<ul style="list-style-type: none"> <li>Using the term 'centuries', plot the Anglo-Saxon and Viking periods onto a timeline (including the Roman withdrawal)</li> <li>Know where the Picts (Scottish), Anglo-Saxons and Vikings originated from and show this on a map</li> <li>Independently research the life of a typical Viking child and present findings, comparing similarities and differences to life today, and, with support, offer a personal perspective, based upon their research.</li> <li>Explain how historic items and artefacts can be used to help build up a picture of life in the past and begin to use the terms 'primary source' and 'secondary source'.</li> <li>Independently research different perspectives on historical time periods and explain how they differ</li> <li>Know that the Anglo-Saxons and Vikings were often in conflict and have an in-depth knowledge of the Battle of York in AD 866 and the consequences of this</li> <li>To be able to identify Danelaw on a map and describe how the settlement originated and its importance in Anglo-Saxon and Viking times</li> <li>To know the importance of the decision made by the English Witan in 1066 to appoint Harold (son of Godwin, the Earl of Wessex) as the next King of England following King Edward's death</li> <li>To be able to research the Battle of Hastings in 1066 and understand the impact on Britain of the Norman conquest</li> <li>Explain how the 'catholic conversion' (focussing on Lindisfarne) has impacted on Christianity today</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms e.g. BC / AD</li> </ul>
Key vocabulary		
<p>Century, Roman withdrawal, Celts / Celtic tribes, Taxes, Angles Saxon, Viking, Slave, Artefact, Conflict, Danelaw, Settlement, English Witan, King Harold, Battle of Hastings, Norman conquest, Catholic conversion, Lindisfarne, BC (Before Christ), AD (Anno Domini), Emperor, Hill fort, horn</p>		
Outcomes		
<p>Can name and show correct dates on a timeline of Roman withdrawal and Anglo-Saxon invasions and settlement in Britain.            Can use terms related to Anglo-Saxons and Vikings            Can understand the terms BC /AD            Can understand Anglo-Saxon beliefs and how it affected their culture            Can explain and describe the artefacts found at Sutton Hoo            Can explain which countries and key characteristics that have contributed to Britain's make up            Can explain the reasons for invasion            Can understand and explain the first raid on Britain (Lindisfarne)            Can talk about the capture and settlement in York            Can understand the story of Alfred the Great and Danegeld</p>		



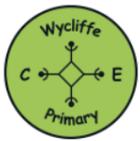
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	Can explain the effect of Edward the Confessor
	Applying knowledge END POINT
	<b>End Point: Use what you have learnt to create a presentation of your choice to answer the big question and who was the most vicious- the Anglo Saxons or the Vikings</b>
A local History study	<p>What impact has Salts Mill had on our local area?</p> <p>To use independent research to find out facts about Titus Salt and his motivation for building Saltaire</p> <p>To explain how the function of Salt’s Mill has changed since it was built in the 1850s through a chronological framework including WW1/2</p> <p>To compare and contrast the land use of Saltaire in the 1850s to now</p>
	Key Vocabulary
	Geography focused topic- see Geog progression document
	Outcomes
	Geography focused topic- see Geog progression document
	Applying knowledge END POINT
	Geography focused topic- see Geog progression document
A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	<ul style="list-style-type: none"> <li>Year 4: What did the Romans ever do for us?</li> <li>Year 4: Would life be the same today without the ancient Greeks?</li> <li>Year 5: What are the secrets of the pyramids?</li> <li>Year 6: Anglo-Saxons and Vikings: Friends or enemies?</li> </ul>
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>To understand that there were advanced civilisations on Earth more than 3000 years ago</li> <li>To be able to place Ancient Egypt on a timeline which links to British history</li> <li>To locate Egypt</li> <li>To understand how 20<sup>th</sup> century archaeological discoveries help us to build up a picture of life in Ancient Egypt</li> <li>To understand how and why the pyramids were constructed</li> <li>To understand the importance of the afterlife to Ancient Egyptians (Anubis and hieroglyphs)</li> <li>To know key information about the life of Tutankhamun</li> <li>To understand the importance of farming for Ancient Egyptians</li> <li>To describe the difference between the lives of poor Egyptians and Egyptian royalty</li> <li>To understand the importance of Ancient Egypt within the Old Testament (Moses)</li> <li>To consider the importance of protecting primary source evidence from Ancient Egypt</li> </ul>
	Key vocabulary
	Civilisations, Ancient Egypt, Ancient Egyptians , Archaeological, Archaeologists , Pyramids, Afterlife, Tutankhamun, Howard Carter, Tomb, Pharaoh , Anubis, Hieroglyphs, Canopic jar, Eye of, Horus, Giza, Mummy, Obelisk, Sarcophagus , Sphinx
	Outcomes
	<p>Can understand that advanced civilisations lived on earth more than 3000 years ago</p> <p>Can place the Ancient Egyptian time on a timeline</p> <p>Can understand the role that archaeologists play in in building up an accurate picture of the past</p> <p>Can understand the role of the pyramids</p> <p>Can understand the importance of the afterlife to Ancient Egyptians</p>



## History Progression of Skills

	<p>Can recall key facts about Tutankhamun            Can describe the differences between rich and poor Egyptians, including the importance of farming            Can understand the importance of Ancient Egypt within the Old Testament</p> <p style="text-align: center;">Applying Knowledge END POINT</p> <p><b>End Point: To use your knowledge and understanding of Ancient Egypt to create an artefact which represents this era in our class history gallery. (Evidence in book: design, photos of making and finished product AND written 'information plaque' to go alongside artefact)</b></p>
<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<ul style="list-style-type: none"> <li>• To revise the term BC and be able to create a timeline showing key historical events within <b>Ancient Greece</b></li> <li>• To understand the difference between <b>primary</b> and <b>secondary sources</b> of evidence and be able to use these to support research</li> <li>• To be able to locate modern day <b>Greece</b> and Iran (<b>Persia</b>) using an atlas/digital mapping</li> <li>• To understand that <b>Ancient Greece</b> was not one country but was made up of a number of states (<b>Athens, Sparta and Troy</b>)</li> <li>• To know that the <b>Peloponnesian War</b> was a battle between <b>Sparta</b> and <b>Athens</b> (431 – 404BC)</li> <li>• To understand the strategies used by the <b>Greek</b> army to ensure success (<b>Phalanx</b>)</li> <li>• To describe the importance of <b>Alexander the Great</b> in defeating the <b>Persian Empire</b> in the 330s BC</li> <li>• Independently research the life of a typical <b>Athenian</b> woman and man and present findings, comparing gender equality then and now and to offer a personal perspective, based upon their research</li> <li>• Through independent research, know the names and significance of key <b>Greek gods</b> and <b>mythological creatures</b></li> <li>• To understand the importance of pottery within Greek <b>culture</b> and be able to create a vase in a Greek style</li> </ul> <p style="text-align: center;">Key vocabulary</p> <p>Ancient Greece, Greece, Persia, Athens, Sparta, Troy, Peloponnesian War, Phalanx, Alexander the Great, Persian Empire, Athenian, Greek god, Mythological creature, Culture, Democracy, Philosophers, Mythology</p> <p style="text-align: center;">Outcomes</p> <p>Can locate modern day Greece and Persia on a map            Can understand that Ancient Greece was made up of Athens, Sparta and Troy            Can explain who was involved in the Peloponnesian War            Can explain the successful strategies used by the Greek army            Can explain the importance of Alexander the Great            Can talk about daily lives of Athenian people and compare gender equality now and then            Can name and explain the significance of the Greek gods and mythological creatures</p> <p style="text-align: center;">Applying Knowledge END POINT</p> <p><b>End Point: To use your knowledge of Ancient Greece to answer the question 'Would life be the same today without the Ancient Greeks?' in the form of a persuasive brochure for a holiday back in time to Ancient Greece.</b></p>
<p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p><b>Islamic civilisation</b></p> <ul style="list-style-type: none"> <li>• To revise the term BC and create a timeline to show where this period fits in with other eras studied</li> <li>• To use a map to locate Baghdad and to track the growth of the Islamic civilisation during this period</li> <li>• To be able to describe how and why Baghdad was established</li> <li>• Place a specific event on a timeline by decade</li> <li>• To research the significance of the House of Wisdom</li> <li>• To explore and map the trade network of Baghdad</li> <li>• To map trade links from China to Britain through Baghdad (The Silk Road)</li> <li>• To explore and map the spread of Christianity and Islam during this period</li> <li>• To understand the impact of the Ancient Islamic Civilisation on word etymology</li> <li>• To research and describe the works of key Islamic Scholars</li> <li>• To contrast this age with an aspect of British history (for example with Britain during the same historical period – Anglo Saxon Britain)</li> <li>• To understand that some ancient civilisations showed greater advancements than people who lived centuries after them</li> </ul> <p style="text-align: center;">Key vocabulary</p> <p>Islamic civilisation, Bagdad, Decade, House of Wisdom, Trade, The Silk Road, Etymology, Islamic scholars, Ancient civilisation</p> <p style="text-align: center;">Outcomes</p> <p>Can use the term BC and show where this period fits in comparison to other eras studied</p>



## History Progression of Skills

Can locate Bagdad on a map and explain how and why it was established  
Can track growth of the Islamic civilisation during this period  
Can explain the significance of the House of Wisdom  
Can explain the different trade networks with Bagdad and The Silk Road  
Can explain the impact of the Ancient Civilisation on word etymology  
Can contrast this era with an aspect of British history

Applying Knowledge END POINT

**End Point: To use your knowledge of the Golden Age of the Islamic Civilisation to create a double page in a KS2 text book. Your page must describe key features of the era detailing key events, important people and any lasting legacy they may have left.**